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AUTHOR Hunter, Susanne M.; And Others
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ABSTRACT

Data analysis and coding of responses to a questionnaire survey of secondary school students, their teachers, and parents concerning perceptions of school and education provide the material for this report. Students and parents were randomly selected by two methods from eight secondary schools in Ontario, Canada. All staff members and administrators in the schools were included in the sample. The results of this 1976-77 survey are compared to the findings in a similar survey conducted in the same district in 1971-72. From the comparison it is evident that there has been a significant conservative shift in attitudes among all three groups. Students feel that formal exams are necessary, that there is sufficient academic freedom, and that schools need disciplinary power. The survey revealed an increase in students' positive attitudes towards their teachers and schools. A larger number of students gave no opinion on a number of items, perhaps indicating greater apathy. Parent and staff responses are consistent with those of the students, approving more emphasis on grades and urging less permissiveness. The survey does show parent attitudes to be more negative towards education and school quality. (Author/WD)

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SURVEY OF SECONDARY SCHOOL PERCEPTIONS

Susanne M. Hunter
Albert E. Virgin
Louise Toffoli

August, 1977

EA 013 397

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INTRODUCTION

Purpose

This study surveyed the perceptions of secondary school students, their teachers and parents concerning school and education. The survey followed, with some modification, the pattern of a similar study made in North York in 1971 - 72. Present perceptions are compared with similar data obtained in 1971 - 72. The information derived from this study provides an objective complement to the views of our educators and secondly is an indication of change over the past five years.

Related Study

During the 1971 - 72 school year, the Research Department of the North York Board of Education conducted a survey to examine the perceptions of three groups, secondary school students, their teachers and parents. The respondents reacted on a four-point scale from "Very Strongly Agree" to "Very Strongly Disagree" with a no opinion option and several open-ended questions to statements covering broad areas:

School and Education in General
Aspirations
Teaching
Student's Rights and Responsibilities
Curriculum
Standards and Evaluation
Discipline and Attendance

Each school received their own results plus a composite analysis of all schools for each perception group. A fourth report provided a comparison of the responses to questions in areas of common concern for the three groups.

The reaction of educators in North York to these surveys was very positive. It was felt that these surveys assisted in the development of new lines of communication between different sectors of each school community, provided students and staff with an opportunity to express themselves in a variety of aspects of school life, and led to a greater understanding of one another's point of view.

Background of the 1976 - 77 Survey

In 1976, it was suggested that the survey be repeated to measure present-day perceptions and indicate changes which have occurred over the past five years. To facilitate comparisons the 1976 - 77 survey was proposed to follow the pattern of the 1971 - 72 survey.

All 22 senior secondary schools in North York were invited to participate, and eight chose to do so.

PROCEDURE

Sample Selection

Seven hundred and sixty-five grade 12 students were randomly selected from each of the eight participating secondary schools by one of two methods. In six schools, four classes of grade 12 students were chosen to be representative of the total grade 12 population. The student sample of the remaining two schools was selected from a computer print-out of grade 12 students' names.

Two hundred parent names and addresses were randomly selected for each school from a computer print-out of the names and addresses of all parents of grade 12 students in the eight participating schools.

All staff members including school administrators in each of the eight schools received a questionnaire specific to their school for a total of 837.

Instrumentation

The individual school questionnaires were composed of (1) some base questions from the earlier study and (2) some questions constructed by the school with the assistance of the Research Department in areas of concern to the individual school.

(1) Base questions

Nine statements from each of the 1971 - 72 student and staff surveys and six from the parent survey were chosen to provide a base for the present study. The

base questions were selected to cover a broad range of topics including standards and evaluations, rules and regulations, discipline, curriculum and education in general. The responses of the three groups sampled to the base questions are presented in this report.

Administration

For six of the participating schools, the students were grouped in the cafeteria for the administration of the survey; the remaining schools administered the questionnaires within the classrooms. Each student received a questionnaire and a computer card. Instructions on how to complete the questionnaire and how to mark the computer card were attached to the questionnaire and read aloud to the students. Students were asked to complete the questionnaire first, and then transcribe their responses to the closed-ended questions on to the computer card. Both the completed questionnaires and computer cards were collected. The student surveys were administered in late February.

Each staff member received a copy of the questionnaire, a computer card and a return courier envelope in late February. Staff were requested to complete the questionnaire and transcribe their closed-ended responses on to the computer card. Completed questionnaires and computer cards were returned by courier.

A questionnaire and self-addressed business reply envelope were mailed to each parent in the sample late in February. Parents were not requested to complete a computer card.

Data Analysis

Computer cards were bubbled in for the parent responses to the closed-ended questions by the Research Department. The completed parent computer cards were included with student and staff computer cards for each school and all were sent to Computer Services for analysis. A printout of the numbers and percentages of respondents who made each choice in the closed-ended questions was provided for each group sampled for each school.

Answers to any open-ended questions were written on the questionnaire by the respondent. The responses to these questions were coded and analyzed by Research Department staff.

Reporting the results

Student, parent and staff responses to all questions have been communicated with the individual schools involved. The responses of the three groups sampled to the base questions selected by the Research Department are presented in this report. Where individual school results are used, the schools have been coded to maintain anonymity.

The results of the survey of secondary school perceptions are organized in the following four sections:

I Response Patterns

II A Comparison of the 1971 - 72 and 1976 - 77 Results by Item.

- A Students
- B Parents
- C Staff

III A Comparison of Students', Parents' and Staff's Perceptions on Topics of Common Concern - 1976 - 77.

IV A Comparison of 1971 - 72 and 1976 - 77 Results by Group.

In this study we have not prepared a separate summary section. The two basic comparisons that are made are comparing the three groups' 1976 - 77 responses on each item and secondly, each group's comparison over time. These are found on pages 58 and 67, respectively.

RESULTS

I. RESPONSE PATTERNS

Seven hundred and sixty-five students were surveyed. Table 1 provides a breakdown of the student sample by school.

TABLE 1

BREAKDOWN OF STUDENT SAMPLE

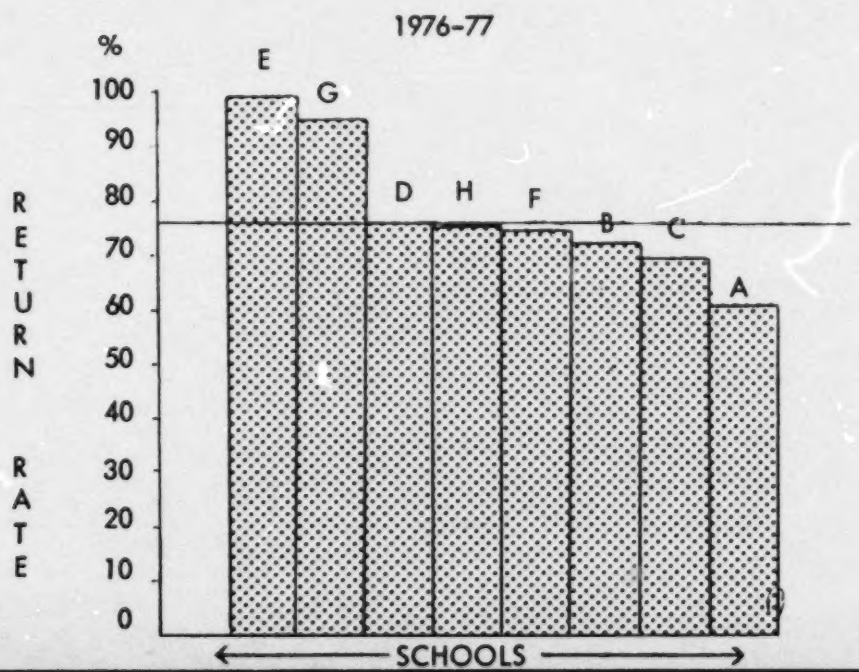
School	Number of Students Sampled
A	96
B	79
C	92
D	89
E	95
F	102
G	128
H	84
Total	765

Questionnaires were returned by seventy-six percent of the staff members sampled. The staff response rates for the individual schools are presented in Table 2 and Figure 1. The line across the graph in Figure 1 represents the average response rate for the eight schools participating.

TABLE 2 - STAFF RESPONSE RATES

School	Number of Staff Sampled	Number Of Questionnaires Returned	Percentage Response
A	85	51	60
B	132	95	72
C	90	62	69
D	118	90	76
E	45	44	98
F	121	90	74
G	96	91	95
H	150	112	75
Total	837	635	76

FIGURE 1 - COMPARISON OF INDIVIDUAL SCHOOL STAFF RETURN RATES



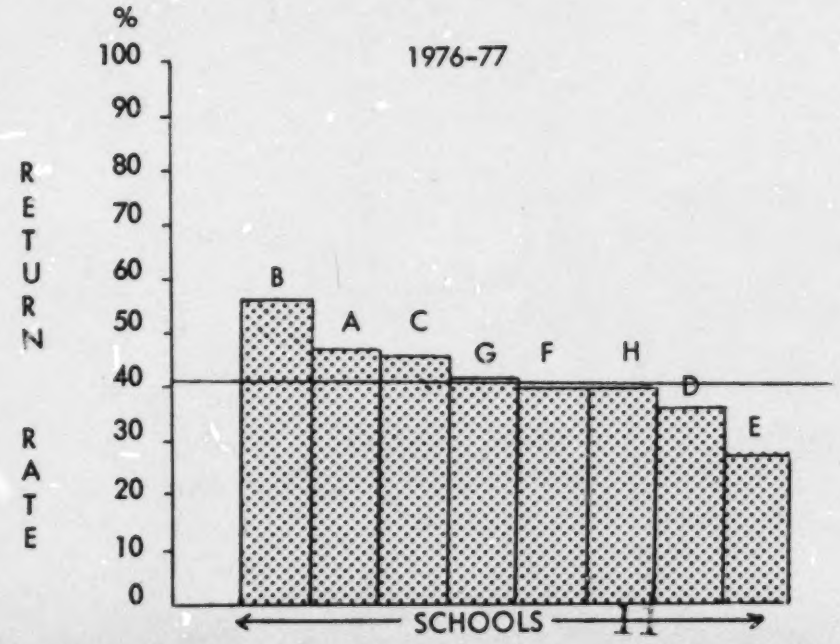
Questionnaires were returned by an average of 41% of the parents. The parent response rates for the individual schools are presented in Table 3 and Figure 2.

TABLE 3

PARENT RESPONSE RATES

School	Number of Parents Sampled	Number of Question-naires Returned	Percentage Response
A	200	94	47
B	200	111	56
C	200	92	46
D	200	72	36
E	200	53	27
F	200	79	40
G	200	83	42
H	200	79	40
Total	1600	663	41

FIGURE 2 - COMPARISON OF INDIVIDUAL SCHOOL PARENT RETURN RATES



II. A COMPARISON OF THE 1971 - 72 AND 1976 - 77 RESULTS BY ITEM.

The percentages of respondents who made each choice on each item are reported for both the 1971-72* and 1976 - 77 surveys. Graphs provide a comparison of the percent agreement of each school to each item for both 1971 - 72 and 1976 - 77 results. Percentage agreement was calculated by adding the percentage of respondents who strongly agreed with the percentage who agreed. Student, parent and staff results are reported separately.

* Grade 12 student 1971 - 72 results are compared with present-day results.

A. Student

ITEM # 1: Formal exams are necessary to let students know where they stand.

TABLE 4

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT FORMAL EXAMS

Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	4	11
Agree	17	48
No Opinion*	2	7
Disagree	40	26
Strongly Disagree	37	7
No Response	-	1

* The no opinion category for the 1971 - 72 results includes no opinion and no response for this and succeeding tables.

Considerably more students in 1976 - 77 (59%) than in 1971 - 72 (21%) 'agreed'** that formal exams are necessary to let students know where they stand. Figure 3 provides a comparison of the percent agreement of each school to Item # 1 for both the 1971 - 72 and 1976 - 77 results.

The 1971 - 72 graphs presented in Figures 3 through 26 present the percent agreement of all students (Grades 11, 12 and 13) for each school. The 1976 - 77 graphs present the data from Grade 12 students only. (Only Grade 12 students were sampled)

The short broken line represents the average percent agreement for all participants (all grades) in all schools who participated in the 1971 - 72 survey.

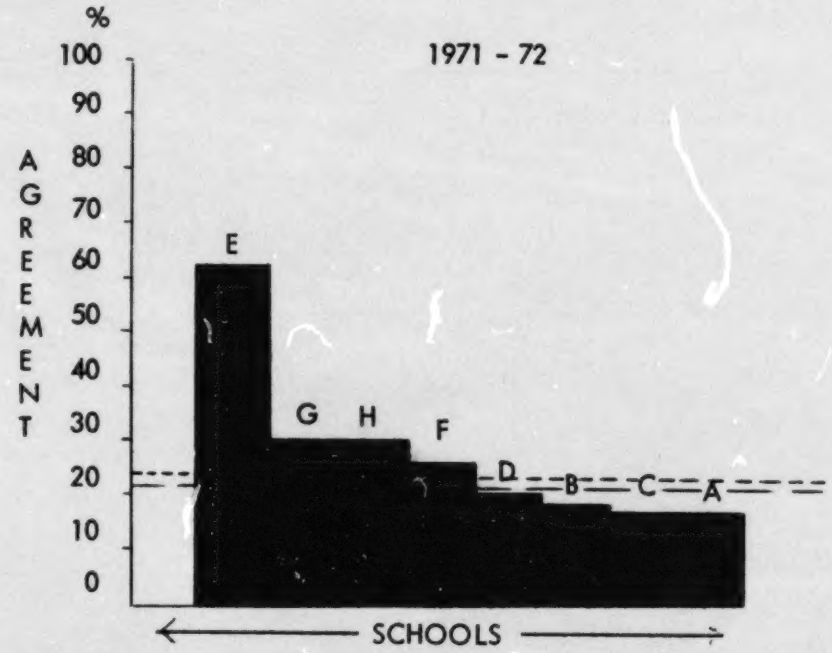
The long broken line represents the average percent agreement for grade 12 students in all schools.

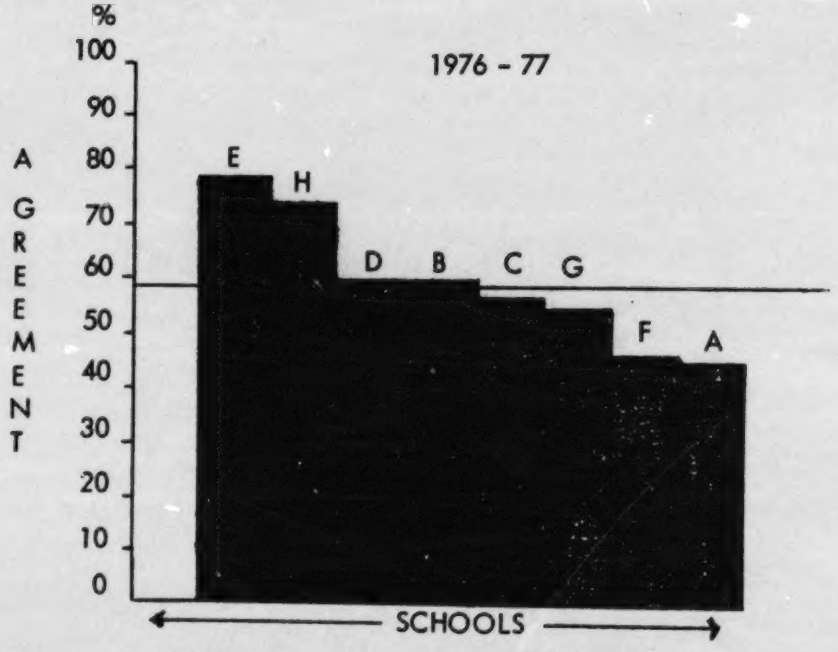
The solid line represents the average percent agreement for the eight schools who participated in 1976 - 77.

** 'Agreed' is equivalent to the sum of strongly agreed and agreed.

FIGURE* 3

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT FORMAL EXAMS





ITEM # 2: Students in this school are hampered by many pointless rules and regulations.

TABLE 5

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT RULES AND REGULATIONS

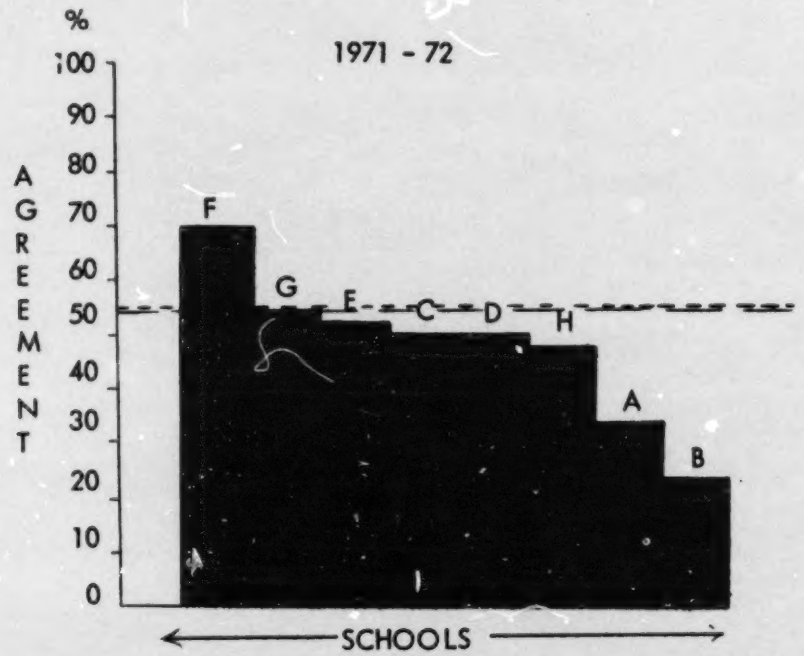
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	26	11
Agree	27	20
No Opinion	4	15
Disagree	34	43
Strongly Disagree	8	10
No Response	-	1

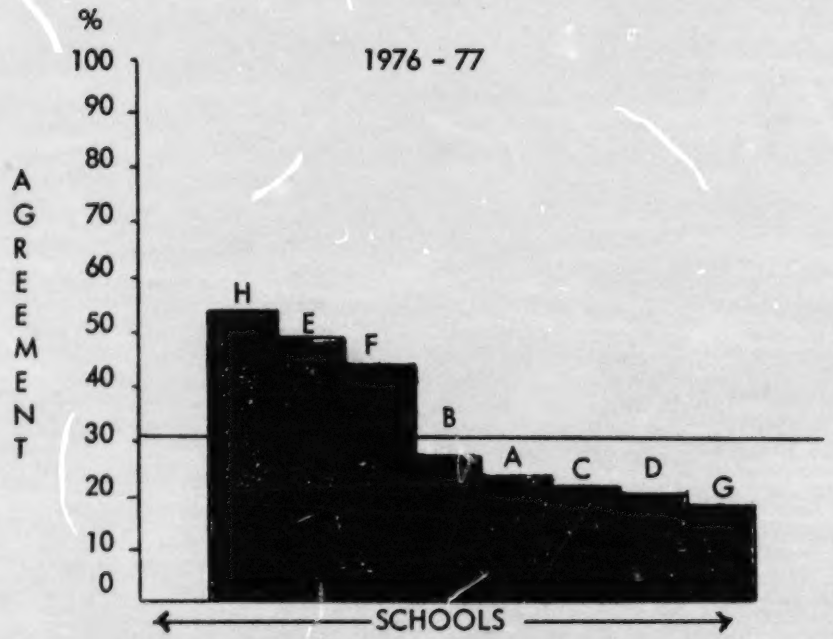
More students in 1971 - 72 than in 1976 - 77 reported being hampered by pointless rules and regulations. Fifty three percent of the 1971 - 72 student sample 'agreed' with the statement compared to 31% of the 1976 - 77 students. More students in 1976 - 77 indicated no opinion or 'disagreed' with the statement.

Figure 4 presents the school results for item #2 for both the 1971 - 72 and 1976 - 77 results.

FIGURE 4

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT RULES AND REGULATIONS





ITEM # 3: This school is providing me with a good education.

TABLE 6

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT GOOD EDUCATION

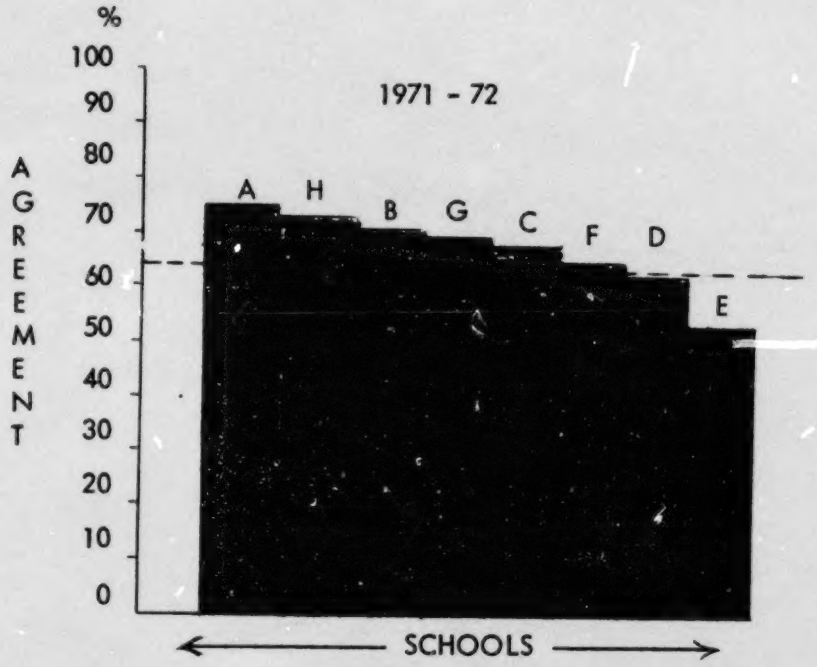
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	10	12
Agree	54	55
No Opinion	12	17
Disagree	18	12
Strongly Disagree	6	4
No Response	-	1

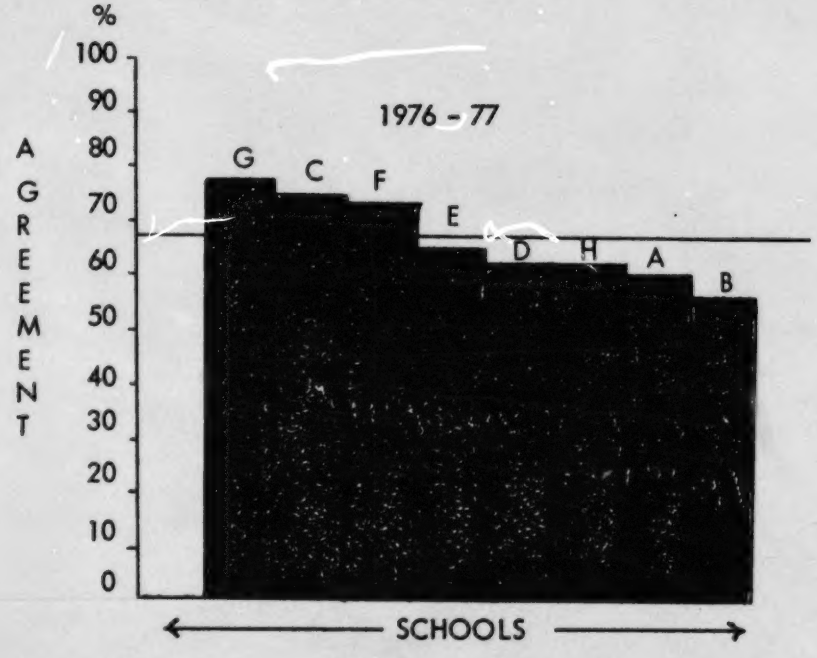
Approximately two-thirds of both the 1971 - 72 (64%) and 1976 - 77 (67%) students reported that their school was providing them with a good education. There appears to have been very little change in opinion on this issue.

Figure 5 provides a comparison of the individual school results on this item for both 1971 - 72 and 1976 - 77.

FIGURE 5

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT GOOD EDUCATION





ITEM # 4: Students have sufficient freedom to decide what they want to study.

TABLE 7

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT STUDENTS DECIDING WHAT THEY WANT TO STUDY

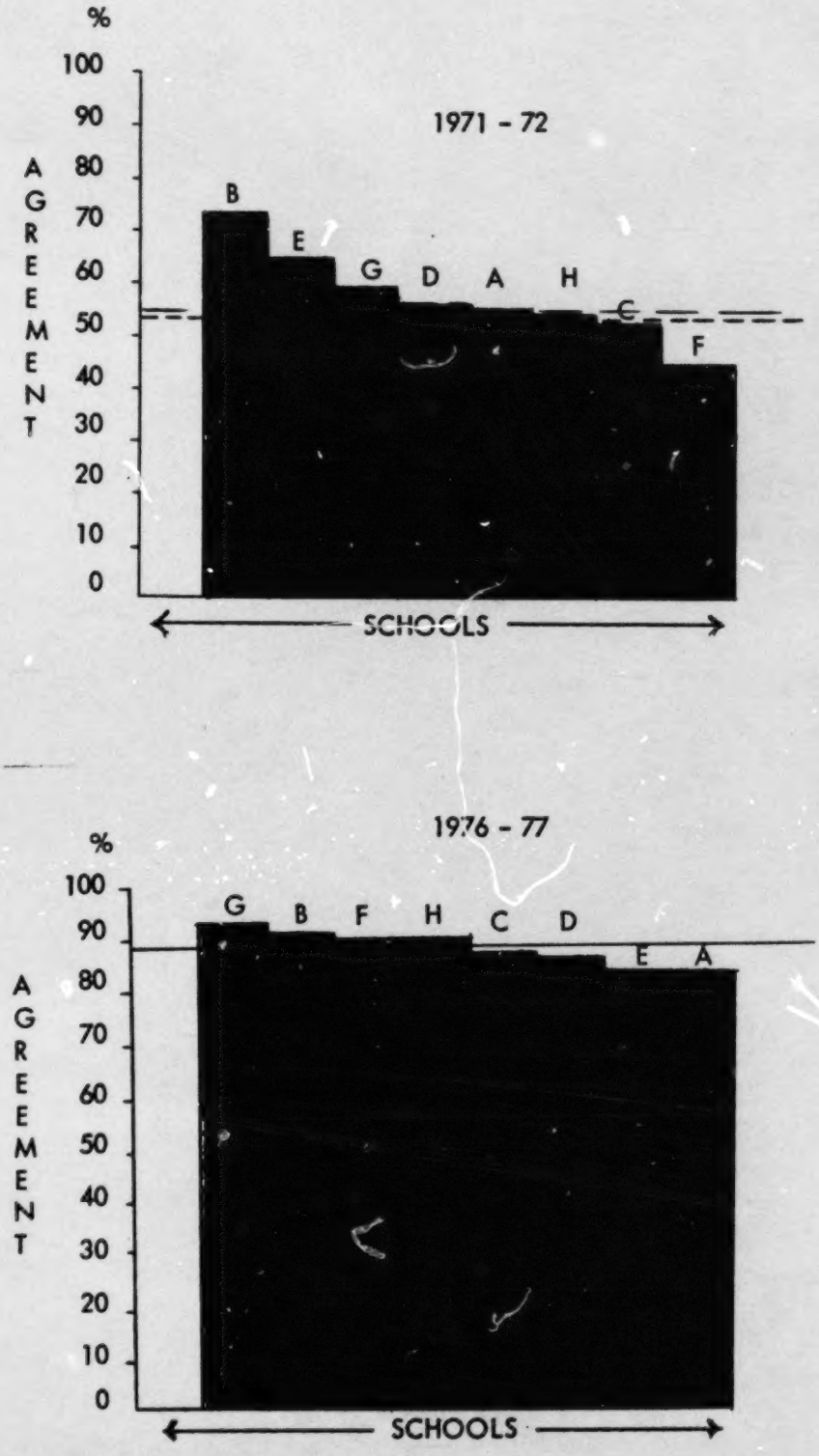
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	10	28
Agree	45	60
No Opinion	2	4
Disagree	30	5
Strongly Disagree	12	2
No Response	-	1

While the 1971 - 72 students were split on the question of whether they had sufficient freedom to decide what they want to study (55% 'agreed', 42%'disagreed'), most of the 1976 - 77 students (88%) reported that they did have sufficient freedom.

A comparison of the individual school results in 1971 - 72 and 1976 - 77 are provided in Figure 6.

FIGURE 6

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT STUDENTS DECIDING WHAT THEY WANT TO STUDY



ITEM # 5: My teachers are fair in evaluating student progress.

TABLE 8

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT EVALUATION

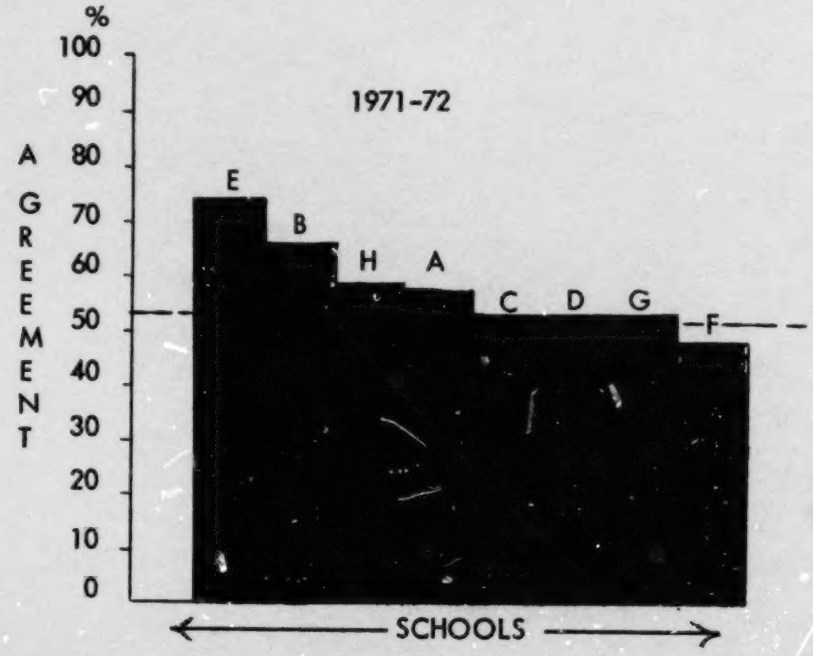
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	4	7
Agree	48	52
No Opinion	12	19
Disagree	27	17
Strongly Disagree	9	3
No Response	-	1

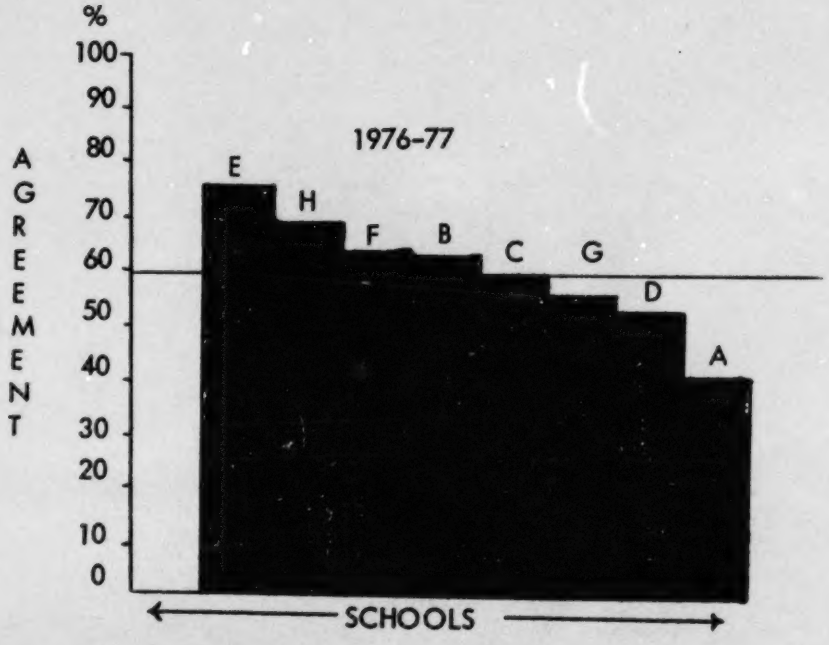
Although similar percentages of 1971 - 72 (52%) and 1976 - 77 (59%) students indicated that their teachers were fair in evaluating student progress, more students in 1971 - 72 'disagreed' (36%) with this statement than in 1976 - 77 (20%). More 1976 - 77 students had no opinion on this issue.

The 1971 - 72 and 1976 - 77 individual school results are compared in Figure 7.

FIGURE 7

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT EVALUATION





ITEM # 6: Schools need the power to discipline students.

TABLE 9

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT DISCIPLINE

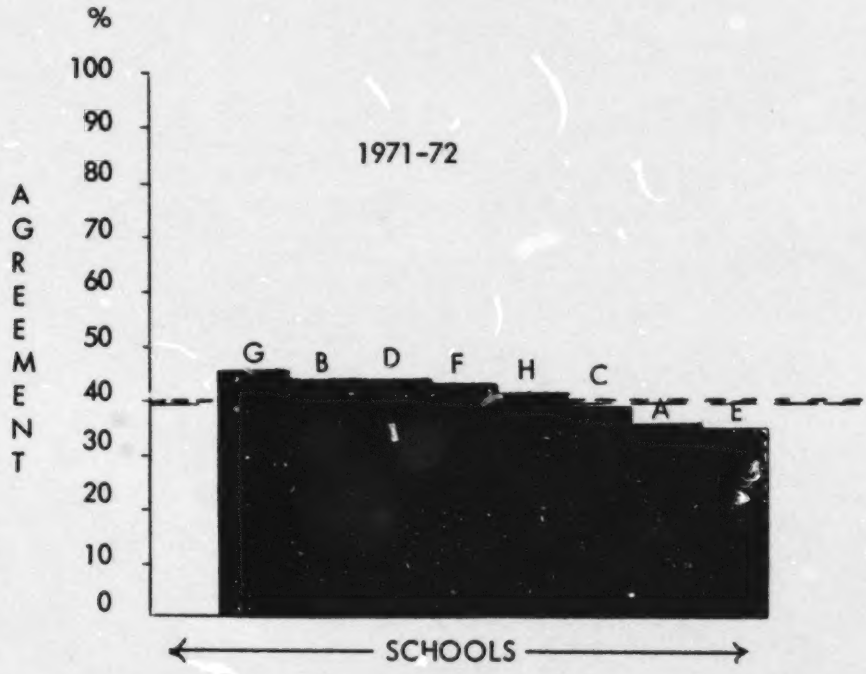
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	7	19
Agree	32	38
No Opinion	9	21
Disagree	34	15
Strongly Disagree	17	6
No Response	-	Less than 1

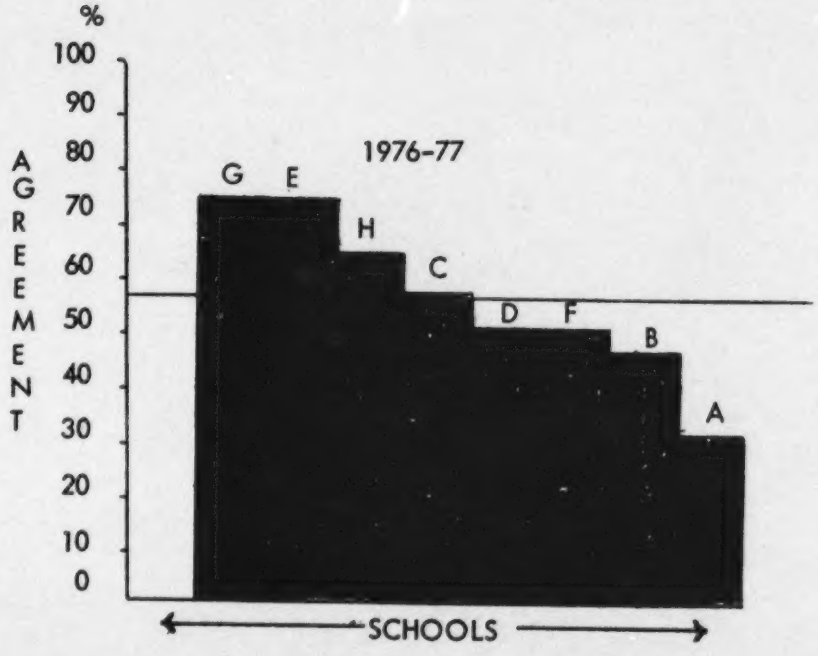
A comparison of the 1971 - 72 and 1976 - 77 student responses concerning discipline indicates a change in attitude. In 1971 - 72, the students sampled were fairly split on the question of discipline with a few more 'disagreeing' (51%) that the schools need the power to discipline students than 'agreeing' (38%). In 1976 - 77, almost 60% of the students 'agreed' with the statement and only 21% 'disagreed'. A fairly high percentage of 1976 - 77 students reported having no opinion on this issue.

Figure 8 presents the 1971 - 72 and 1986 - 77 individual school results on discipline.

FIGURE 8

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT DISCIPLINE





ITEM # 7: This school does not give all students an equal chance to obtain the best education.

TABLE 10

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT EQUAL OPPORTUNITIES

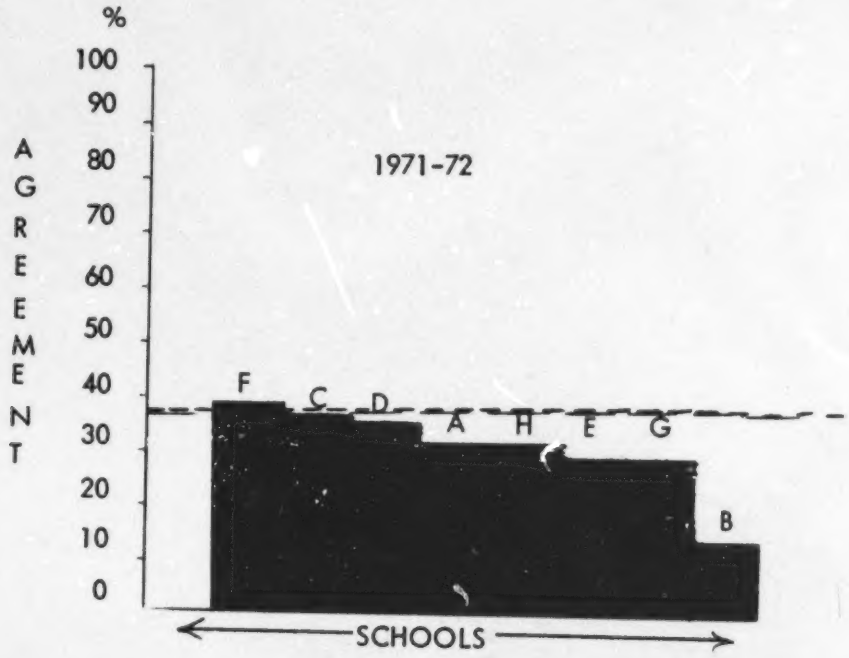
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	10	7
Agree	26	18
No Opinion	8	18
Disagree	40	41
Strongly Disagree	15	15
No Response	-	1

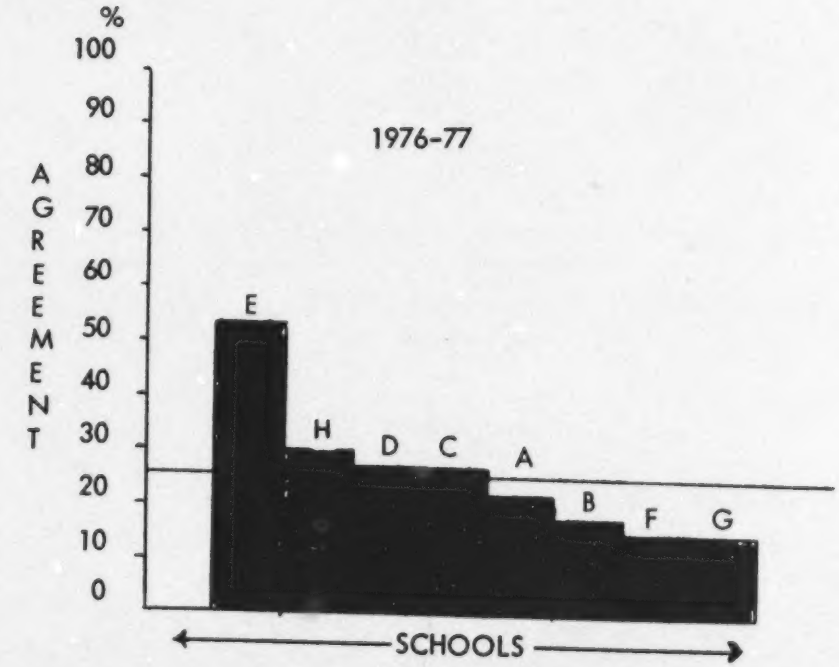
Over half of the 1971 - 72 (55%) and 1976 - 77 (56%) students reported that their school gives all students an equal chance to obtain the best education. More students in 1971 - 72 (36%) than in 1976 - 77 (25%) felt that the school did not give all students an equal chance. More 1976 - 77 students indicated no opinion on this issue.

Figure 9 provides the individual 1971 - 72 and 1976 - 77 school results on this item.

FIGURE 9

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT EQUAL OPPORTUNITIES





ITEM # 8: Generally my teachers do a satisfactory job of teaching.

TABLE 11

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT THEIR TEACHERS

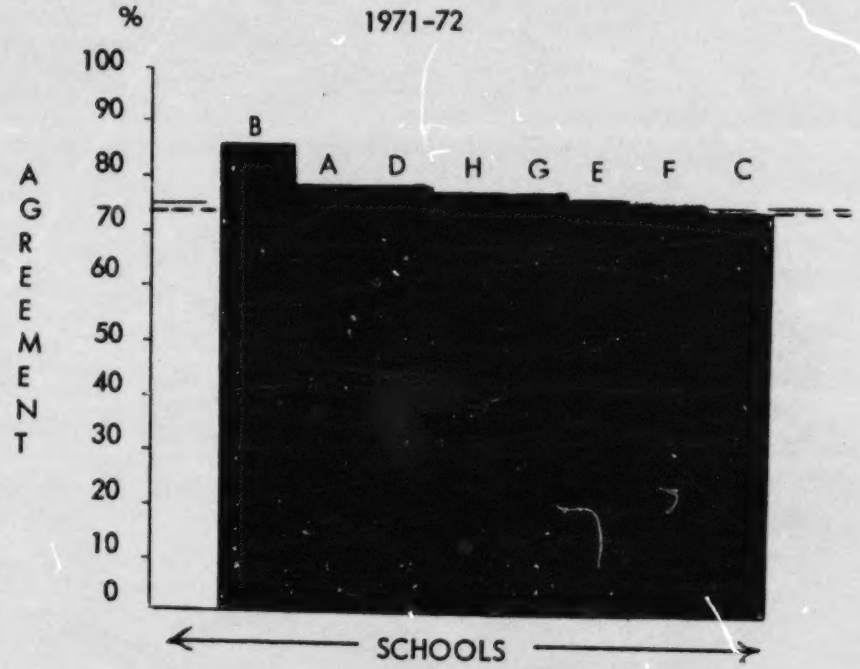
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	7	15
Agree	69	67
No Opinion	5	6
Disagree	15	8
Strongly Disagree	5	2
No Response		Less than 1

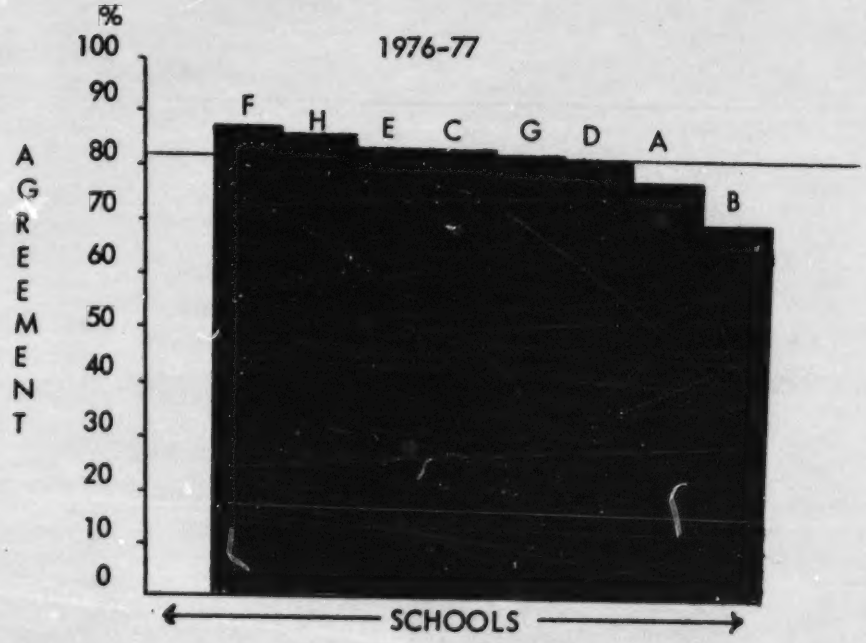
Student opinion concerning their teachers has not appeared to have changed. Approximately three-quarters of the 1971 - 72 students and 82% of the 1976 - 77 students reported that their teachers were doing a satisfactory job of teaching. Slightly more 1971 - 72 students (20%) than 1976 - 77 students (10%)' disagreed' with this item.

The school results concerning teachers are provided in Figure 10.

FIGURE 10

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT THEIR TEACHERS





ITEM # 9: I dislike this school.

TABLE 12

A COMPARISON OF 1971 - 72 AND 1976 - 77 STUDENT RESPONSES ABOUT LIKING OR DISLIKING THEIR SCHOOL

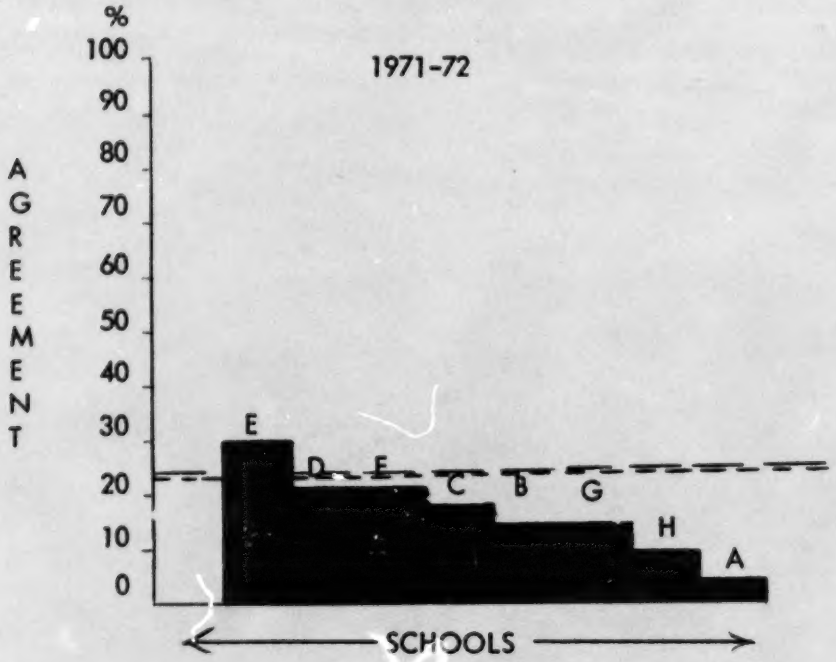
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	9	6
Agree	15	11
No Opinion	10	18
Disagree	40	46
Strongly Disagree	26	18
No Response	-	1

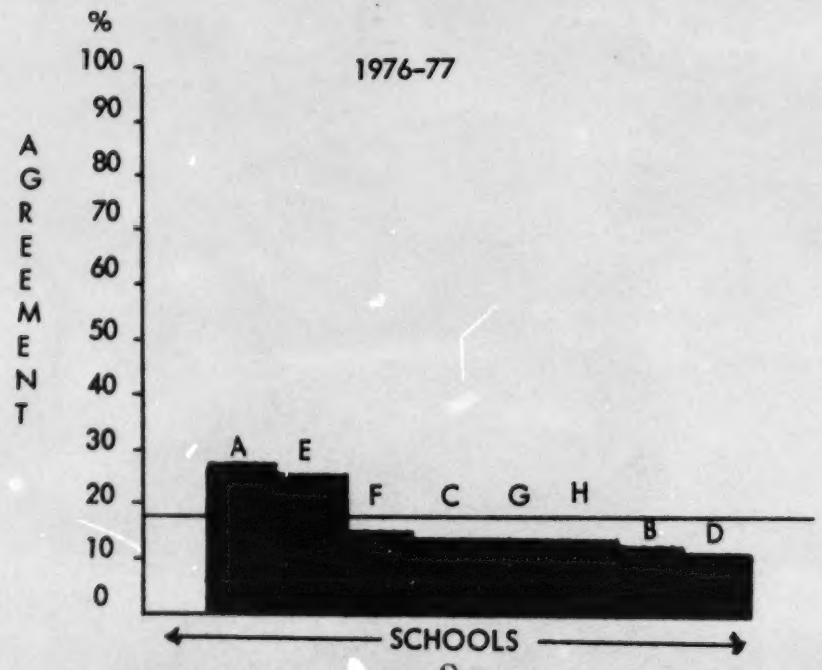
The 1971 - 72 and 1976 - 77 student responses about liking or disliking their school were similar. Two-thirds of the 1971 - 72 students and 64% of the 1976 - 77 students reported liking their school. Slightly more students 1976 - 77 had no opinion on whether they liked or disliked the school.

The individual school results for 1971 - 72 and 1976 - 77 are provided in Figure 11.

FIGURE 11

SCHOOL RESULTS FOR STUDENTS' RESPONSES ABOUT LIKING OR DISLIKING THEIR SCHOOL





B. Parents

Item # 1: Formal exams are necessary in our secondary schools.

TABLE 13

A COMPARISON OF 1971 - 72 AND 1976 - 77 PARENT RESPONSES ABOUT FORMAL EXAMS

Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	18	40
Agree	43	44
No Opinion	3	3
Disagree	25	7
Strongly Disagree	10	3
No Response	-	2

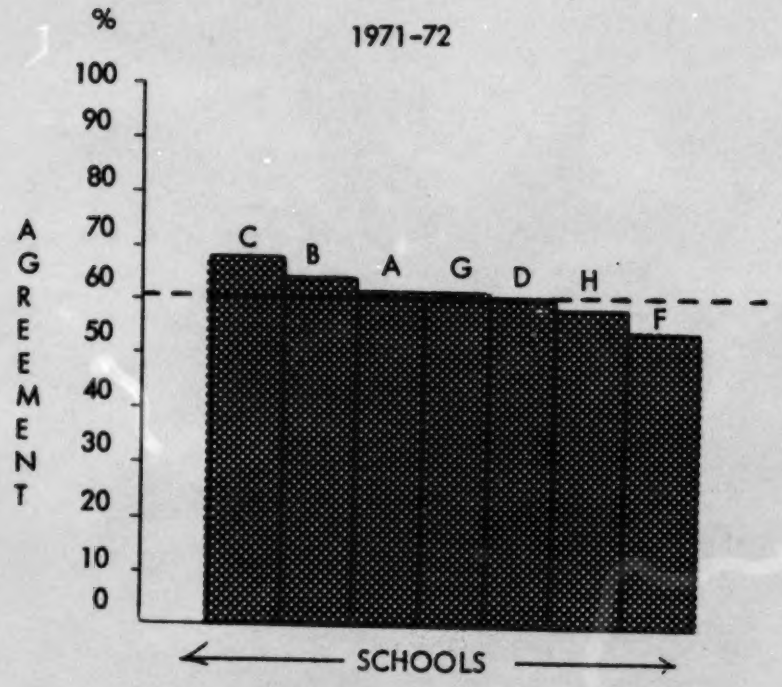
A comparison of the 1971 - 72 and 1976 - 77 parents responses about formal exams reveals a change in attitude. Considerably more parents surveyed in 1976 - 77 felt that formal exams are necessary (84%) than in 1971 - 72 (61%).

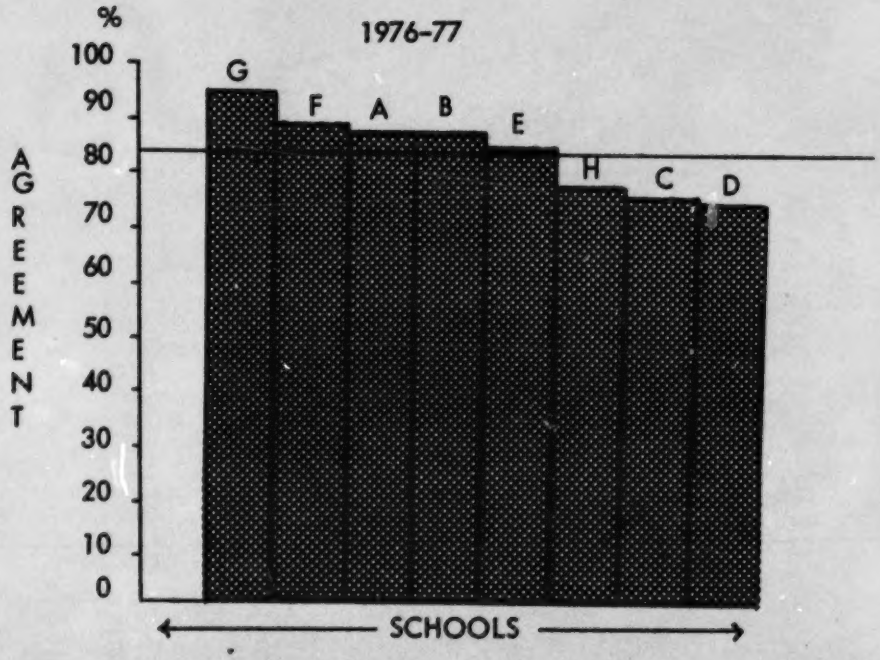
Figure 12 provides a comparison of the parent responses to this item for the individual schools in 1971 - 72 and 1976 - 77.*

* Only seven of the eight schools which participated in the 1976 - 77 survey, had parent results for the 1971 - 72 survey.

FIGURE 12

SCHOOL RESULTS FOR PARENTS' RESPONSES
ABOUT FORMAL EXAMS





ITEM # 2: Students should have more voice in determining school rules and regulations.

TABLE 14

A COMPARISON OF 1971 - 72 AND 1976 - 77 PARENT RESPONSES ABOUT RULES AND REGULATIONS

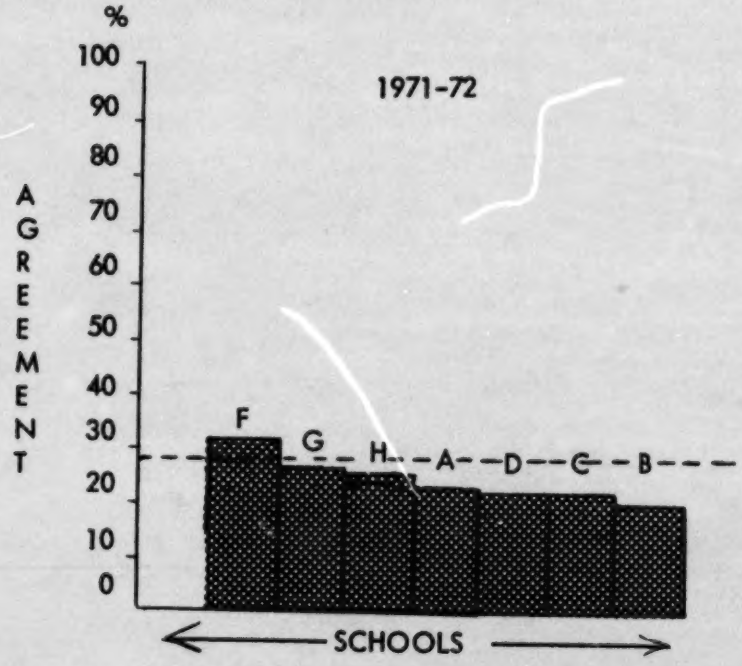
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	6	7
Agree	22	20
No Opinion	3	10
Disagree	42	45
Strongly Disagree	28	16
No Response	-	1

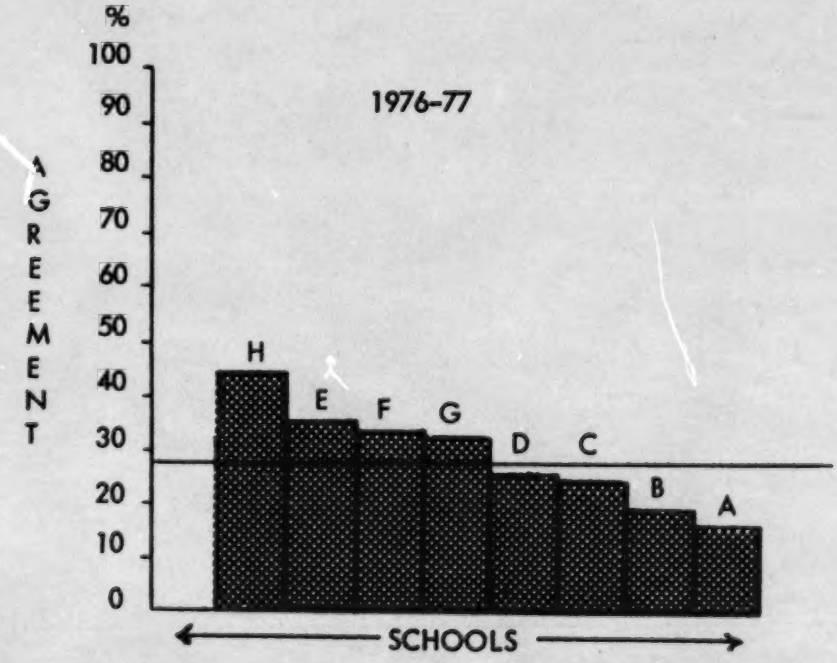
Although approximately two-thirds of the parents in both surveys felt that students should not have more voice in determining school rules and regulations, parents in 1971 - 72 felt more strongly than in 1976 - 77 (28% strongly disagreed in 1971 - 72 compared to 16% in 1976 - 77). Slightly more 1976 - 77 parents held no opinion.

A comparison of individual school results for both 1971 - 72 and 1976 - 77 are provided in Figure 13.

FIGURE 13

SCHOOL RESULTS FOR PARENTS' RESPONSES ABOUT RULES AND REGULATIONS





ITEM # 3: All in all, our school is doing a good job of educating my child(ren).

TABLE 15

A COMPARISON OF 1971 - 72 AND 1976 - 77 PARENT RESPONSES ABOUT GOOD EDUCATION

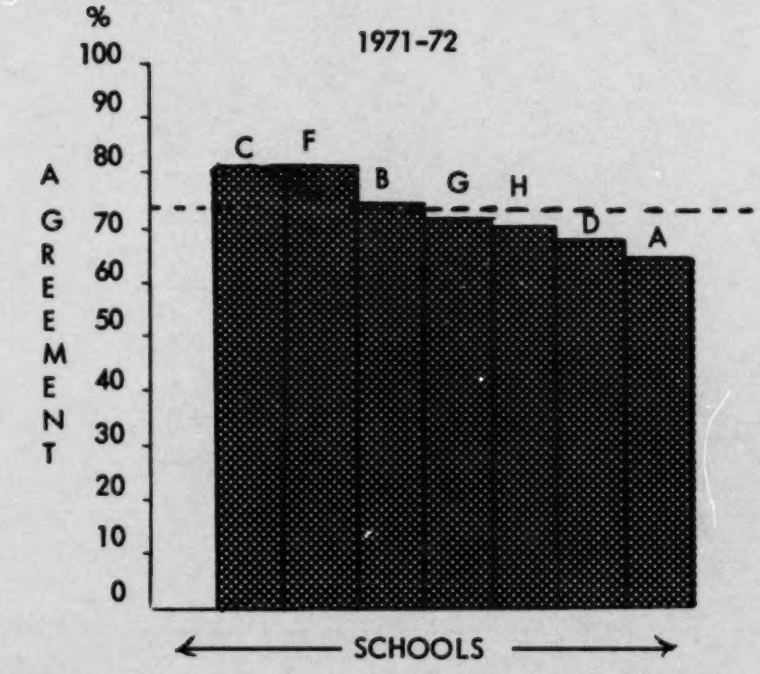
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	9	11
Agree	65	54
No Opinion	5	8
Disagree	18	20
Strongly Disagree	3	5
No Response	-	2

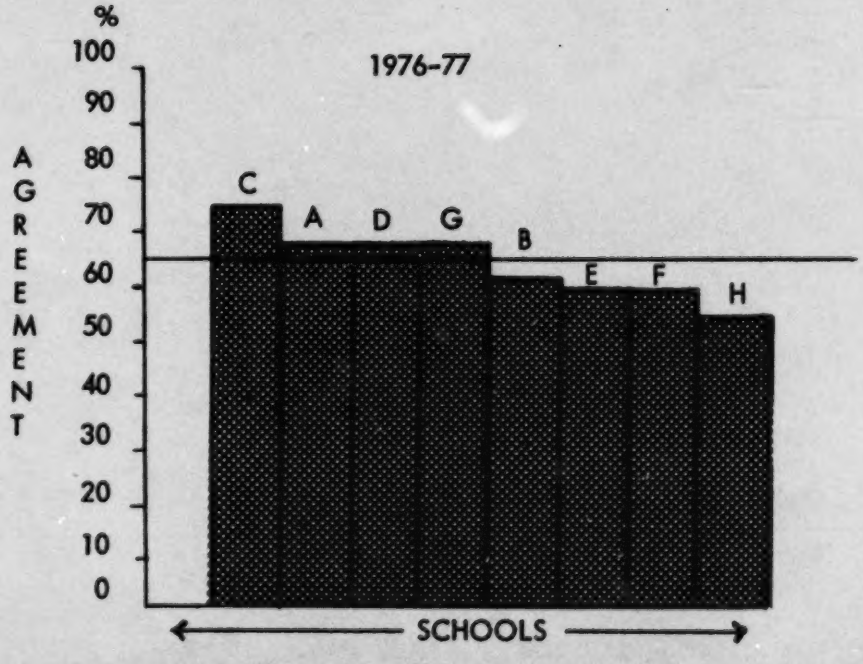
Approximately two-thirds of the 1976 - 77 and almost three-quarters of the 1971 - 72 parents surveyed reported that, all in all, the school is doing a good job of educating their child.

Figure 14 displays the individual school results for both 1971 - 72 and 1976 - 77.

FIGURE 14

SCHOOL RESULTS FOR PARENTS' RESPONSES
ABOUT GOOD EDUCATION





ITEM # 4: Students need more freedom to decide what they want to study.

TABLE 16

A COMPARISON OF 1971 - 72 AND 1976 - 77 PARENT RESPONSES ABOUT STUDENTS DECIDING WHAT THEY WANT TO STUDY

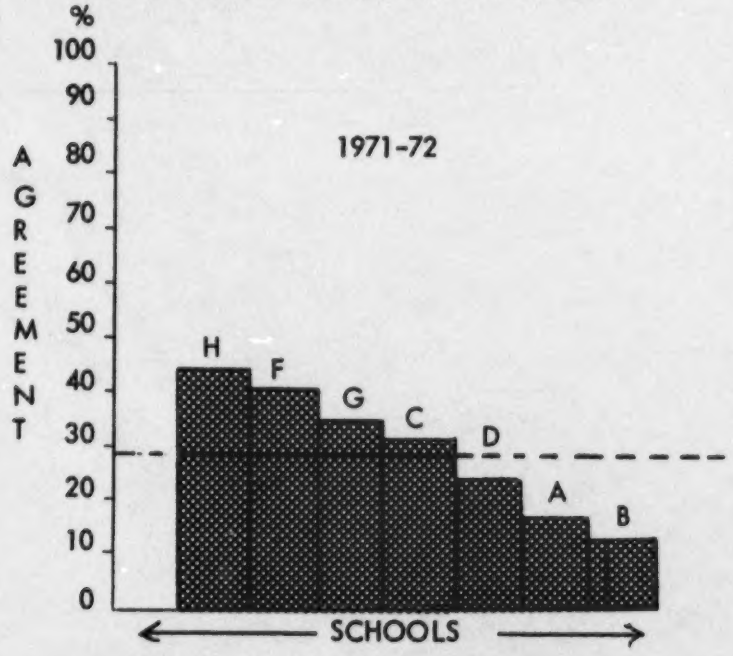
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	8	8
Agree	21	12
No Opinion	4	7
Disagree	47	55
Strongly Disagree	19	17
No Response	-	1

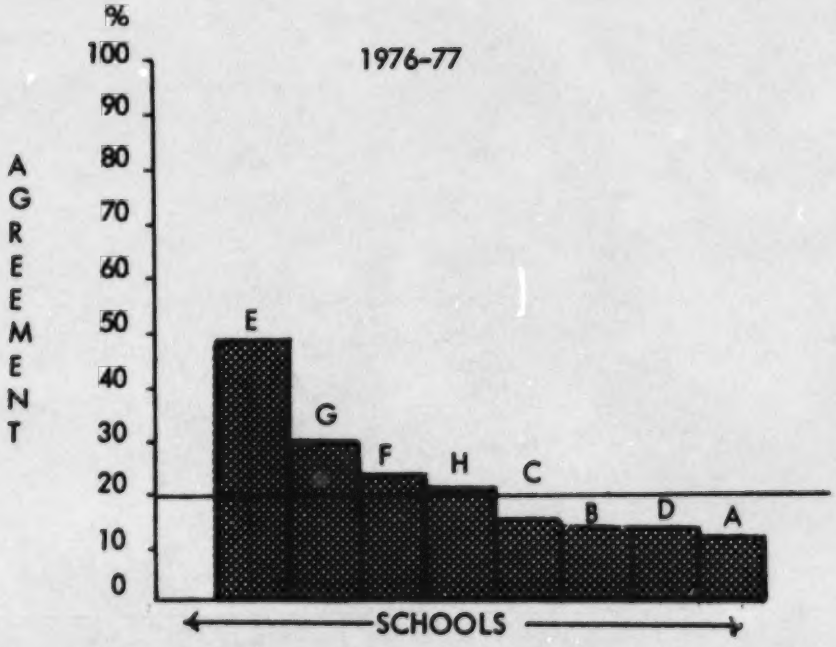
Approximately two-thirds of the parents in both the 1971 - 72 and 1976 - 77 surveys felt that students do not need more freedom to decide what they want to study. Slightly more 1976 - 77 parents responded this way while slightly more 1971 - 72 parents agreed that students do need more freedom.

See Figure 15 for the individual school results.

FIGURE 15

SCHOOL RESULTS FOR PARENTS' RESPONSES ABOUT STUDENTS DECIDING WHAT THEY WANT TO STUDY





ITEM # 5: There is too much emphasis on marks and grades in our secondary schools.

TABLE 17

A COMPARISON OF 1971 - 72 AND 1976 - 77 PARENT RESPONSES ABOUT MARKS

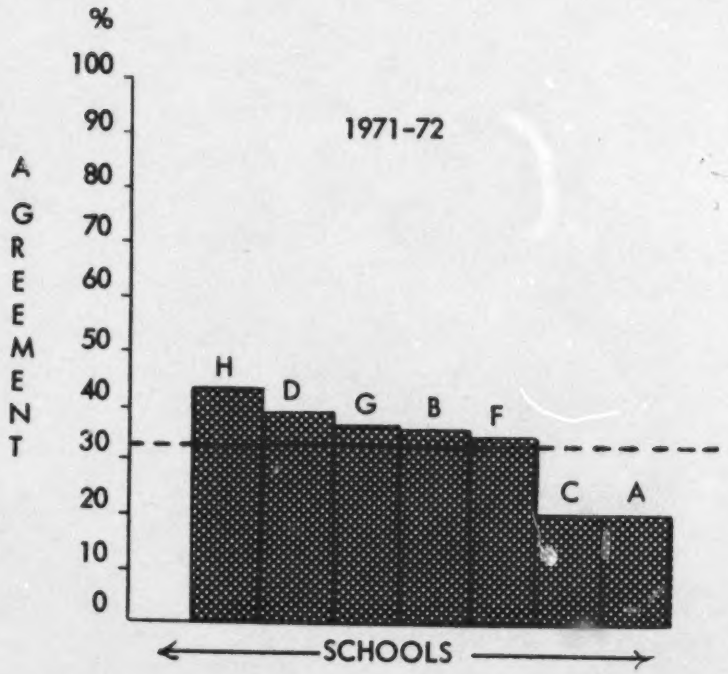
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	10	7
Agree	23	14
No Opinion	5	12
Disagree	50	54
Strongly Disagree	13	11
No Response	-	1

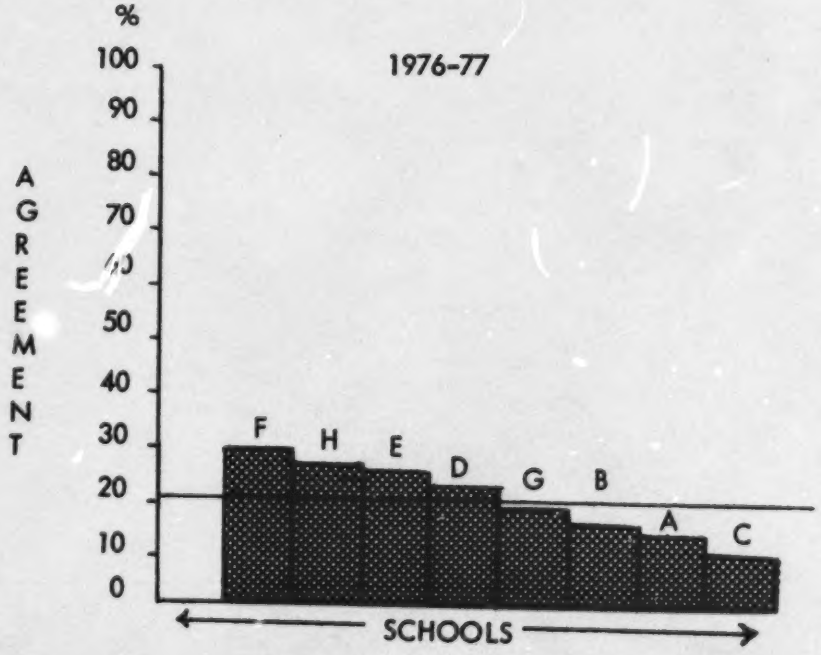
Although similar percentages of 1971 - 72 parents (63%) and 1976 - 77 parents (65%) indicated that there is not too much emphasis on marks and grades in our secondary schools, more parents in 1971 - 72 (33%) than in 1976 - 77 (21%) agreed that there was too much emphasis on marks. More parents in 1976 - 77 held no opinion on this topic.

See Figure 16 for a comparison of individual school results for both 1971 - 72 and 1976 - 77.

FIGURE 16

SCHOOL RESULTS FOR PARENTS' RESPONSES ABOUT MARKS





ITEM # 6: Discipline in our secondary schools should be stricter.

TABLE 18

A COMPARISON OF 1971 - 72 AND 1976-77 PARENT RESPONSES ABOUT DISCIPLINE

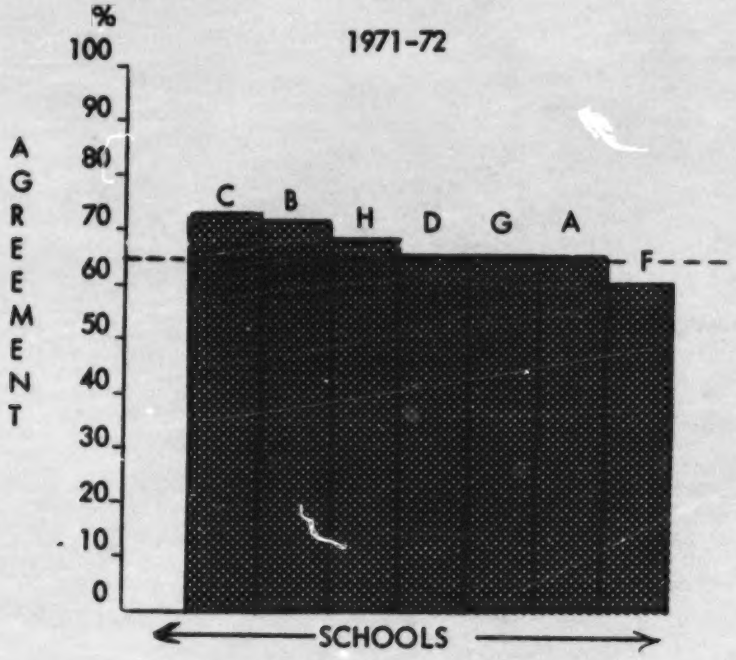
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	31	38
Agree	34	37
No Opinion	5	11
Disagree	25	14
Strongly Disagree	5	1
No Response	-	1

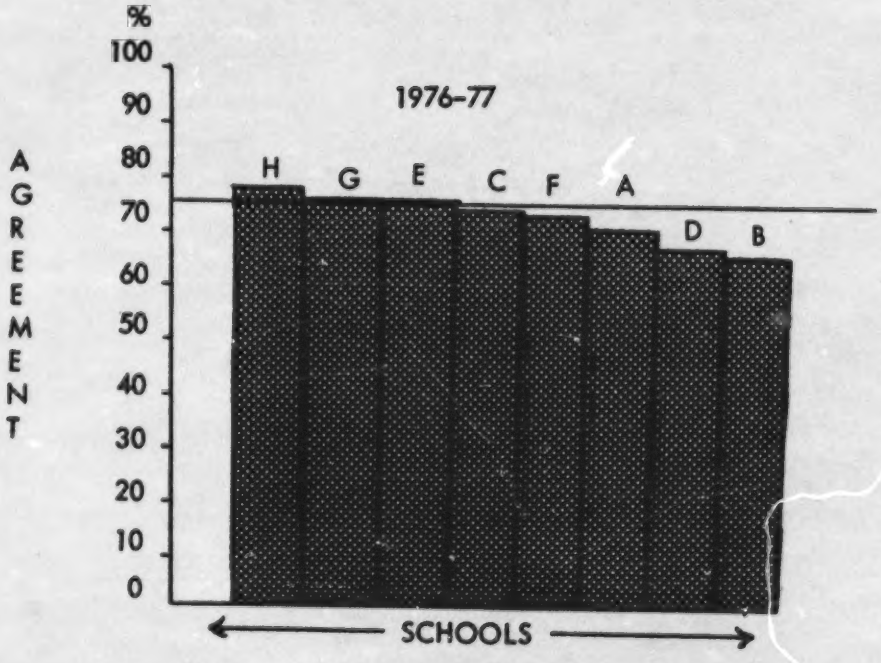
Generally, the parents sampled in both surveys reported that discipline in our secondary schools should be stricter. Slightly more 1976 - 77 parents (75%) than 1971 - 72 parents (65%) 'agreed' with this statement. While considerably more 1971 - 72 parents 'disagreed'. Eleven percent of the 1976 - 77 parents reported having no opinion on this issue.

A comparison of individual school results on the question of discipline is provided in Figure 17.

FIGURE 17

SCHOOL RESULTS FOR PARENTS' RESPONSES ABOUT DISCIPLINE





C. Staff

Item #1: Formal exams are necessary to maintain standards.

TABLE 19

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT FORMAL EXAMS

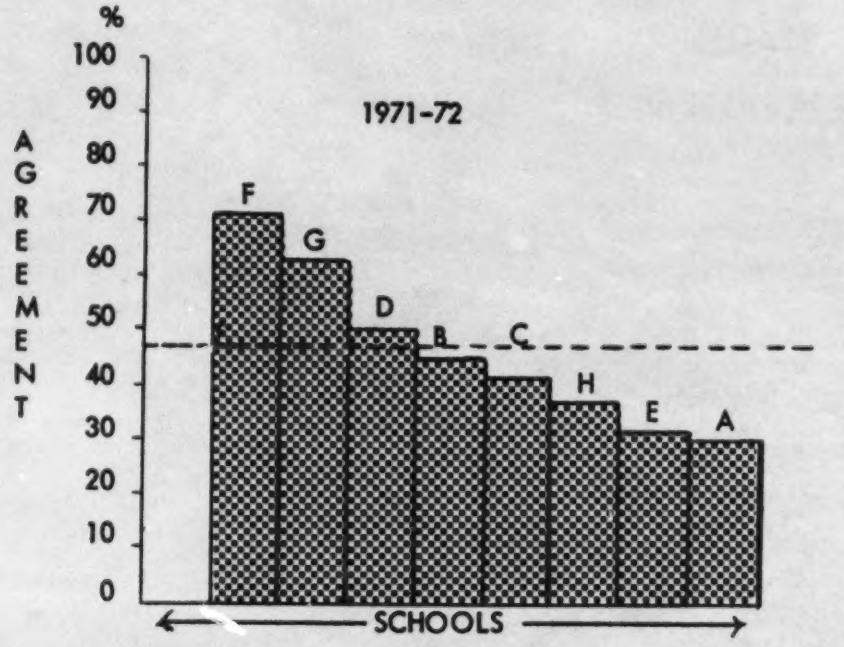
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	19	36
Agree	38	39
No Opinion	6	3
Disagree	28	16
Strongly Disagree	9	4
No Response	-	1

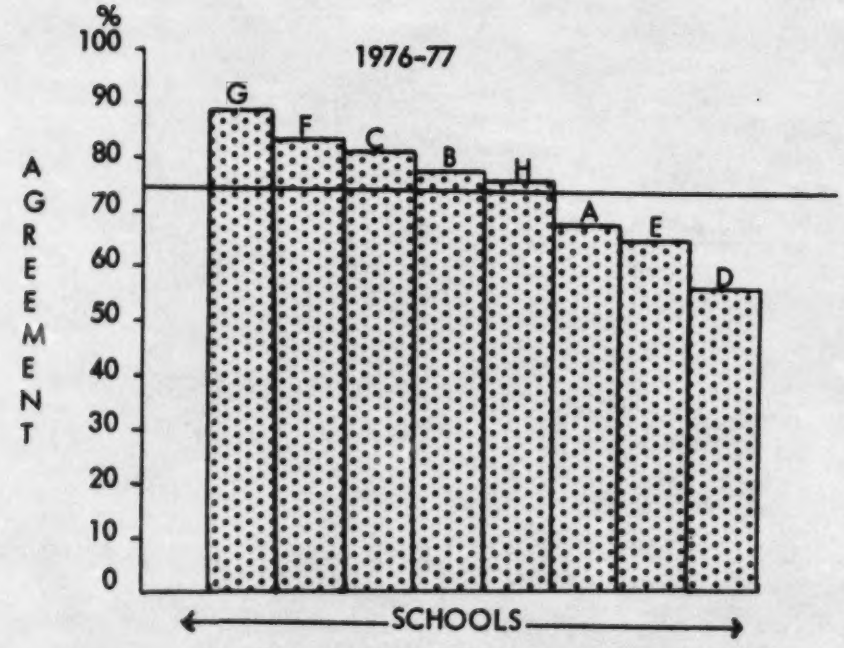
More staff in 1976 - 77 (75%) than in 1971 - 72 (57%) reported that formal exams are necessary to maintain standards.

Figure 18 provides a comparison of the individual school staff's agreement to this item for both 1971 - 72 and 1976 - 77.

FIGURE 18

SCHOOL RESULTS FOR STAFF 'S RESPONSES ABOUT FORMAL EXAMS





Item # 2: Students in this school are hampered by many pointless rules and regulations.

TABLE 20

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT RULES AND REGULATIONS

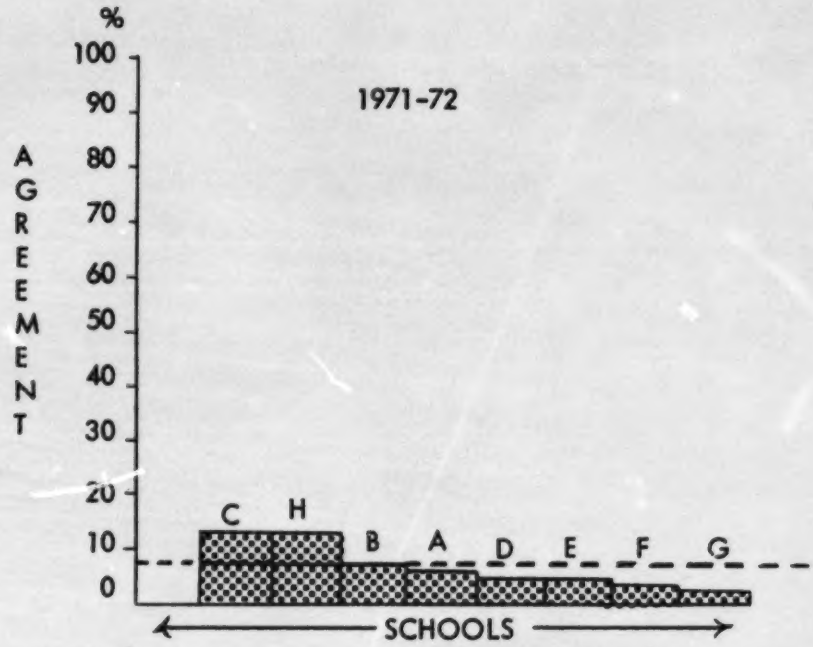
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	1	2
Agree	7	4
No Opinion	4	5
Disagree	61	52
Strongly Disagree	27	36
No Response	-	1

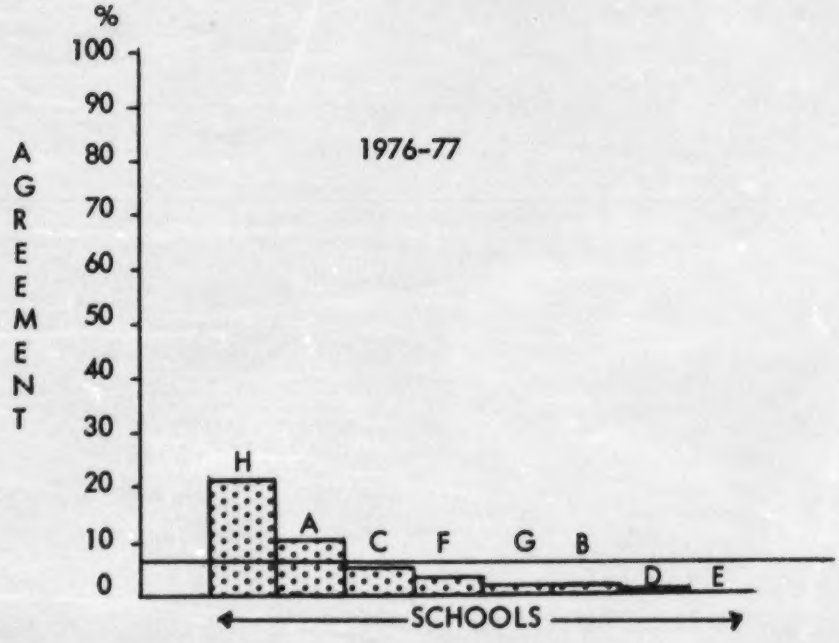
It is evident from Table 20 that the 1971 - 72 and 1976 - 77 staff sampled had similar opinions about rules and regulations. Eighty-eight percent of the 1971 - 72 and 1976 - 77 staff disagreed or strongly disagreed that students in this school are hampered by many pointless rules and regulations.

The individual school agreements are provided in Figure 19.

FIGURE 19

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT RULES AND REGULATIONS





ITEM # 3: This school is providing students with a good education.

TABLE 21

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT GOOD EDUCATION

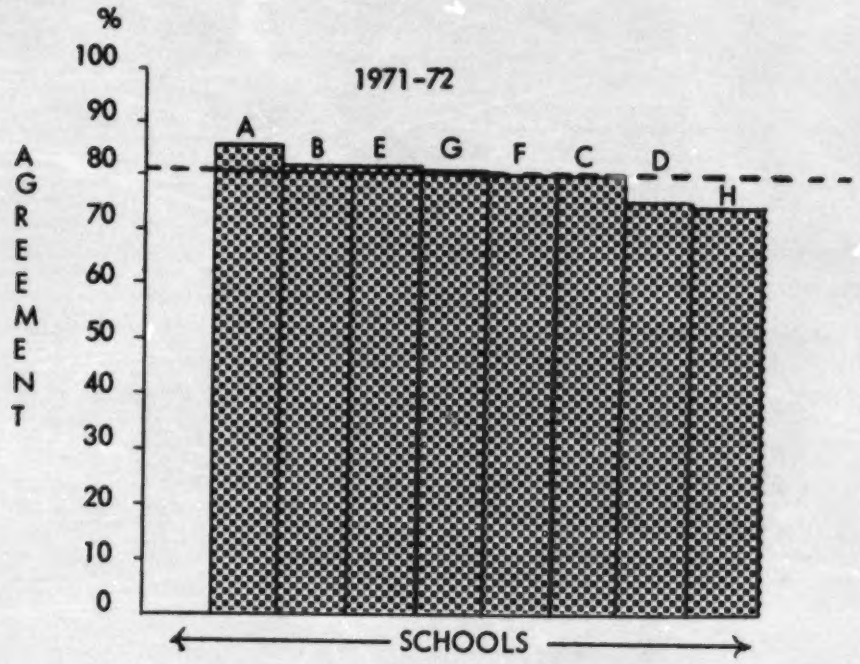
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	15	14
Agree	66	66
No Opinion	9	8
Disagree	8	10
Strongly Disagree	2	1
No Response	-	1

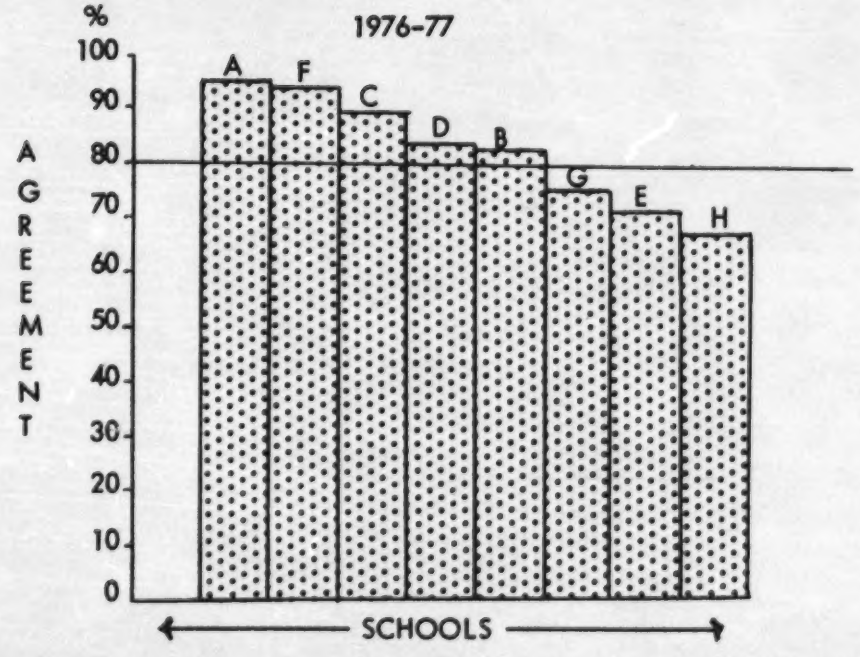
The 1971 - 72 and 1976 - 77 staff sampled were in agreement that their schools were providing students with a good education. Eighty percent of both samples 'agreed' with this statement.

Figure 20 provides the individual school results.

FIGURE 20

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT GOOD EDUCATION





ITEM # 4: Students should have more voice in determining curricula.

TABLE 22

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT STUDENTS DECIDING WHAT THEY WANT TO STUDY

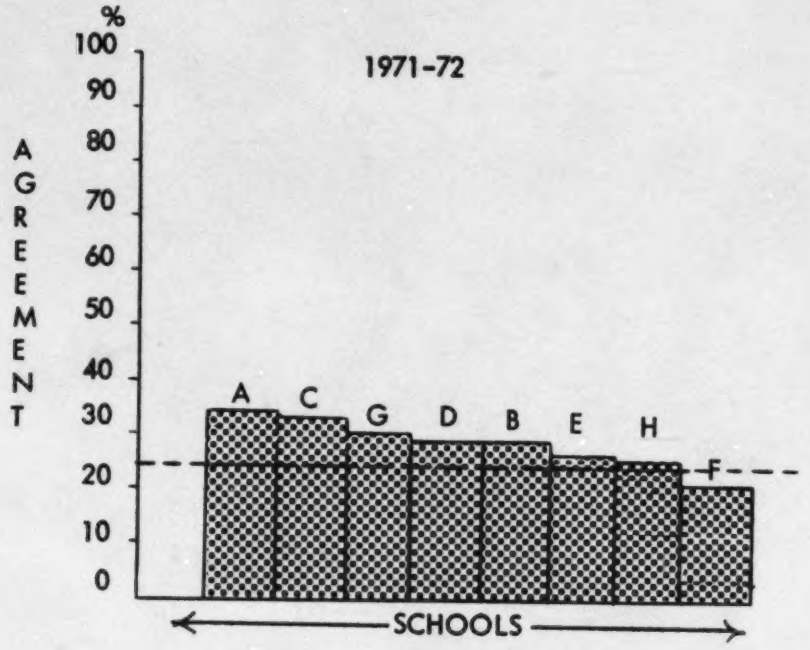
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	4	2
Agree	20	12
No Opinion	6	10
Disagree	49	58
Strongly Disagree	20	17
No Response	-	1

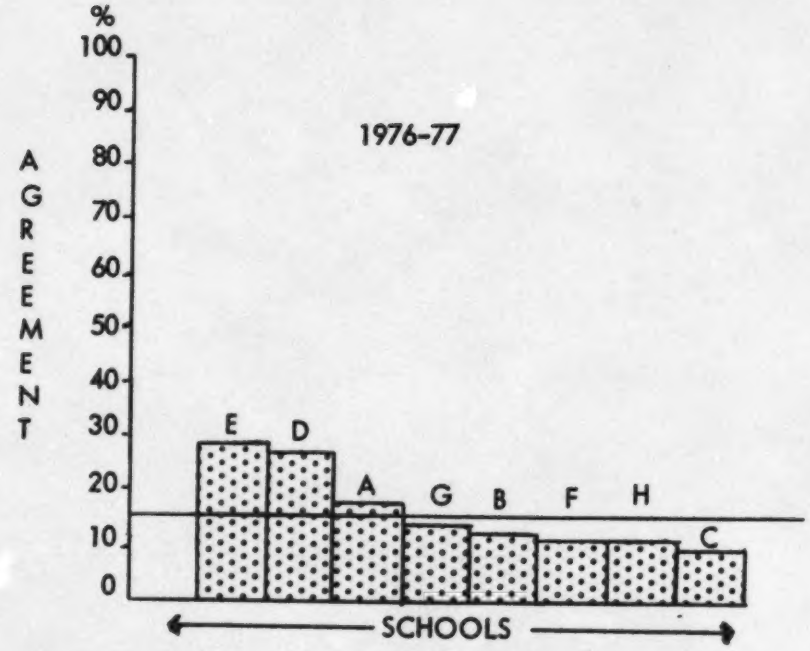
Sixty-nine percent of the 1971 - 72 staff and 75% of the 1976 - 77 staff disagreed or strongly disagreed with the statement that students should have more voice in determining curricula. Fewer staff respondents in 1976 - 77 than in 1971 - 72 'agreed' with this statement.

The individual school results on this item are provided in Figure 21.

FIGURE 21

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT STUDENTS DECIDING WHAT THEY WANT TO STUDY





Item # 5: There is too much emphasis on marks in this school.

TABLE 23

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT MARKS

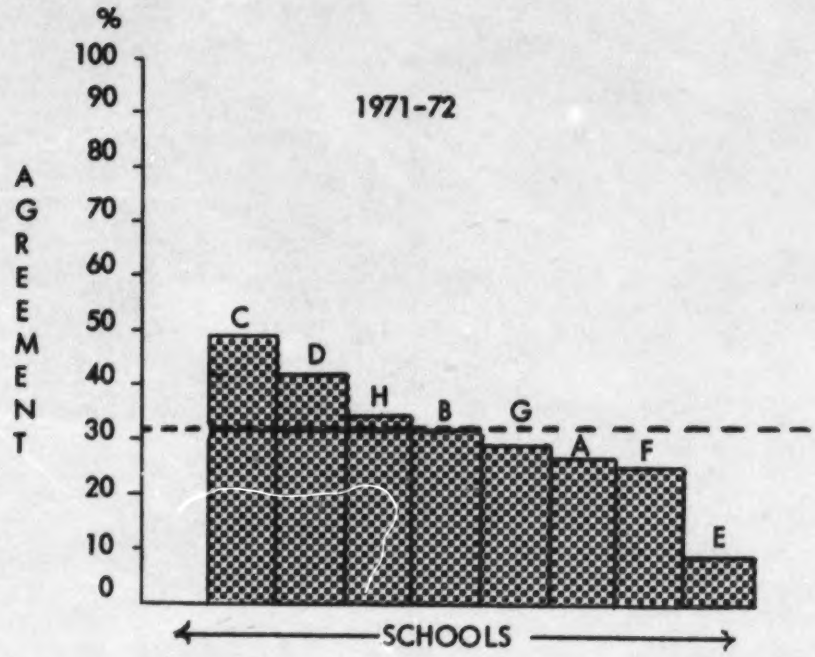
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	9	3
Agree	23	14
No Opinion	7	11
Disagree	53	61
Strongly Disagree	9	10
No Response	-	1

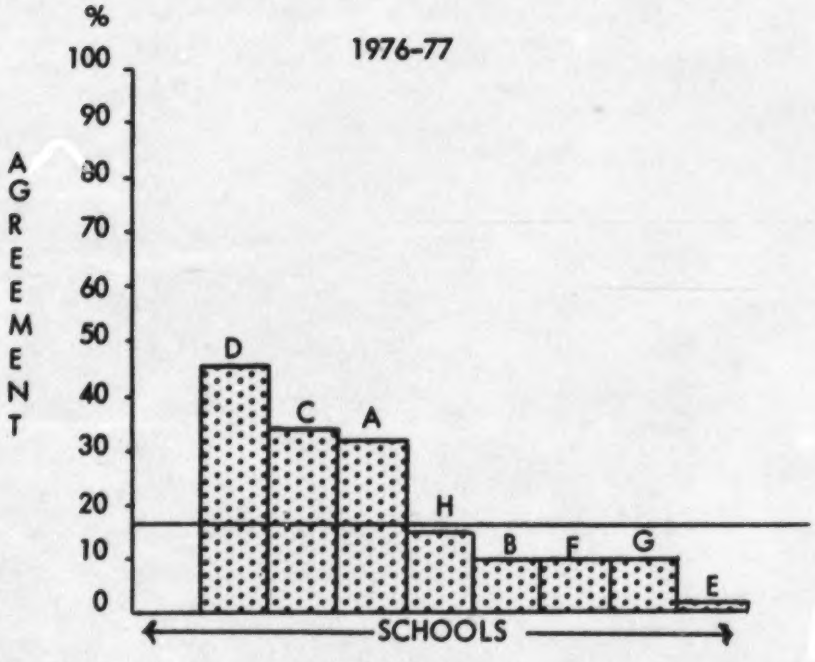
Over sixty percent of both the 1971 - 72 and 1976 - 77 staffs sampled reported that there was not too much emphasis on marks in their school. Slightly more 1976 - 77 staff responded this way while more 1971 - 72 staff (32%) than 1976 - 77 staff (17%) felt this was too much emphasis on marks.

The individual school agreement results are pictured in Figure 22.

FIGURE 22

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT MARKS





Item # 6: This school is too permissive.

TABLE 24

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT DISCIPLINE

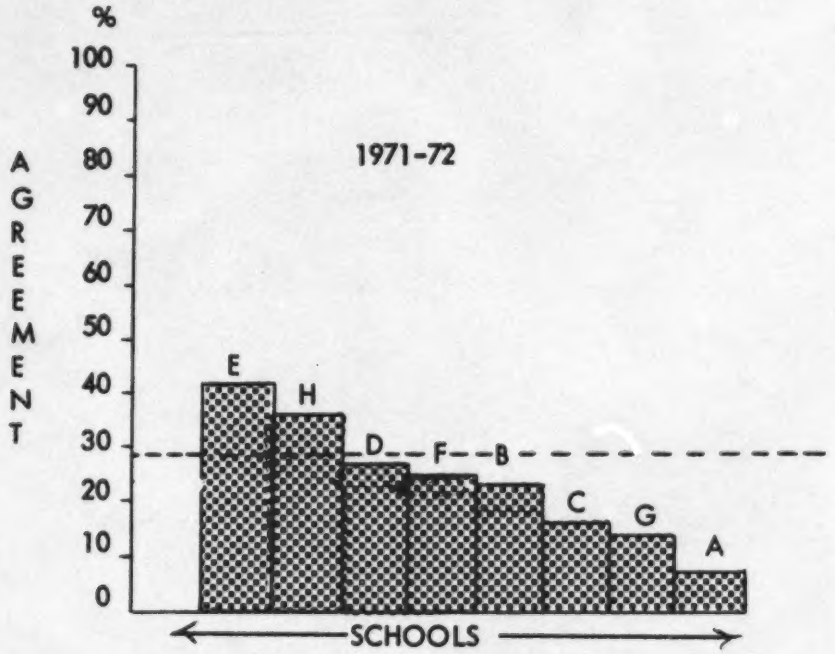
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	6	10
Agree	23	33
No Opinion	6	8
Disagree	54	42
Strongly Disagree	11	5
No Response	-	1

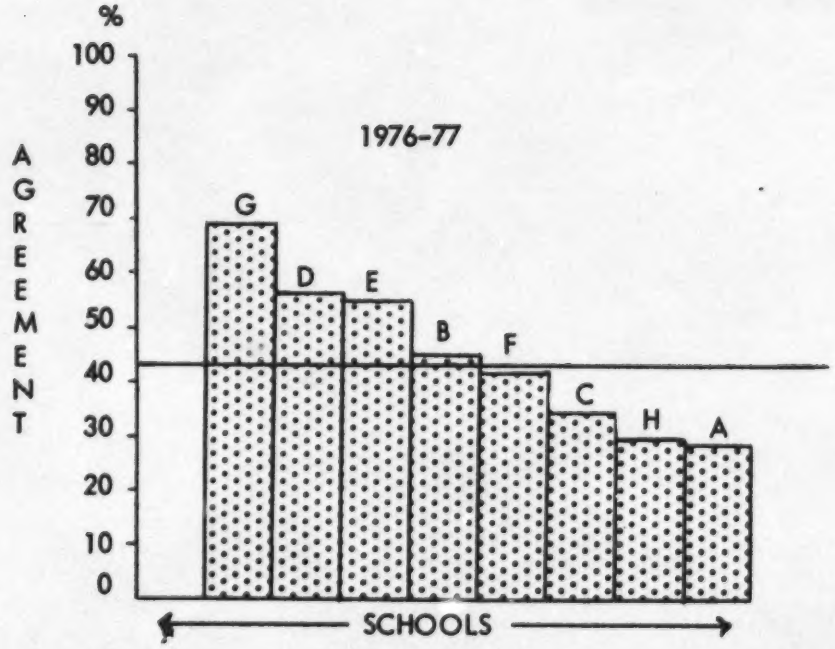
While the 1976 - 77 staff sampled were split on whether their school was too permissive with 43% agreeing and 47% disagreeing, the majority of 1971 - 72 staff sampled 65% felt their school was not too permissive.

Figure 23 presents the individual school results on permissiveness for both 1971 - 72 and 1976 - 77.

FIGURE 23

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT DISCIPLINE





Item # 7: This school gives all students an equal chance to obtain the best education.

TABLE 25

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT EQUAL OPPORTUNITIES

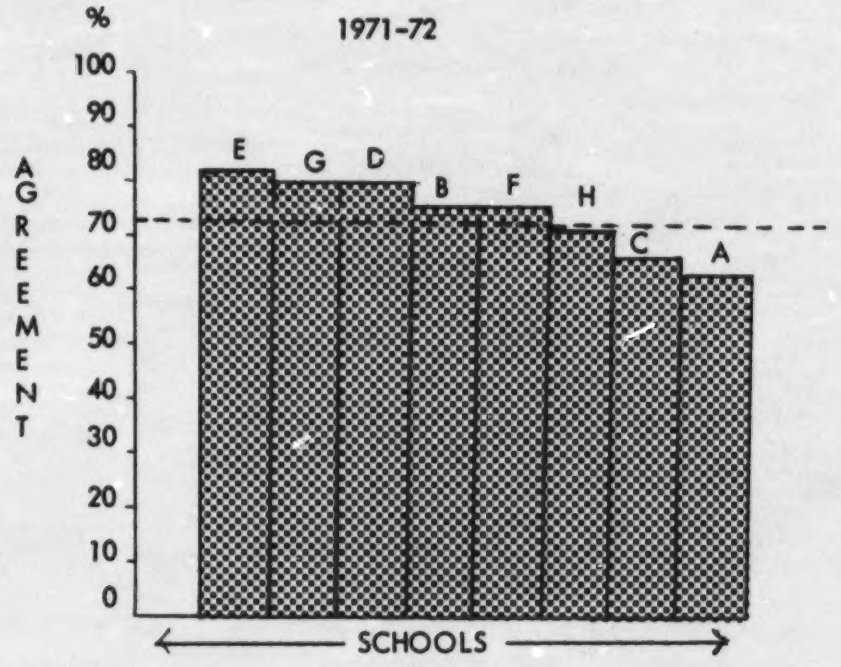
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	19	15
Agree	54	52
No Opinion	8	10
Disagree	15	19
Strongly Disagree	3	4
No Response	-	1

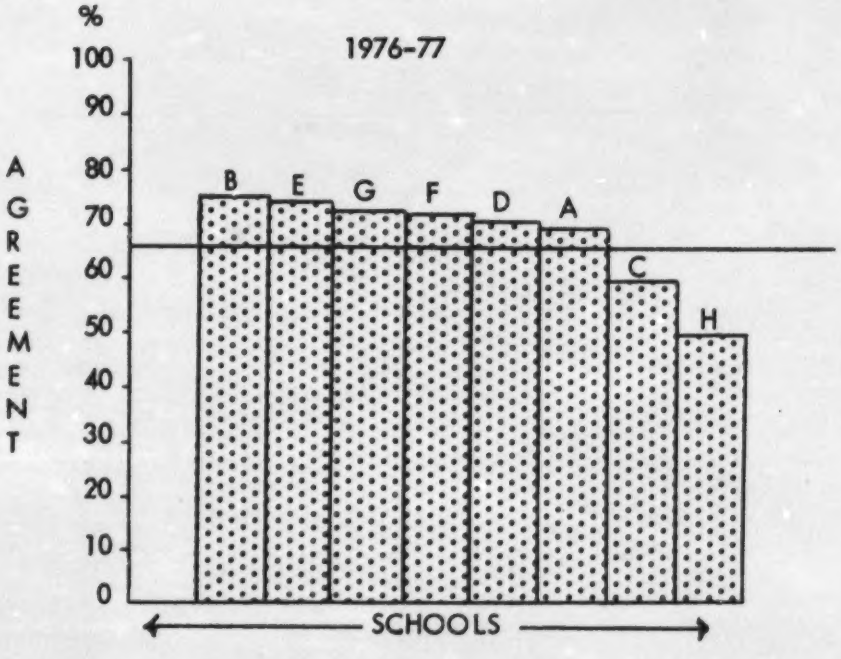
The 1971 - 72 and 1976 - 77 staff sampled were in agreement on the issue of equal opportunities. Seventy-three percent of the 1971 - 72 staff and 67% of the 1976 - 77 staff strongly agreed or agreed that their school gives all students an equal opportunity to obtain the best education.

The individual school agreements are graphed in Figure 24 for both the 1971 - 72 and 1976 - 77 surveys.

FIGURE 24

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT EQUAL OPPORTUNITIES





Item # 8 I like teaching in this school.

TABLE 26

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT LIKINGOR DISLIKING THEIR SCHOOL

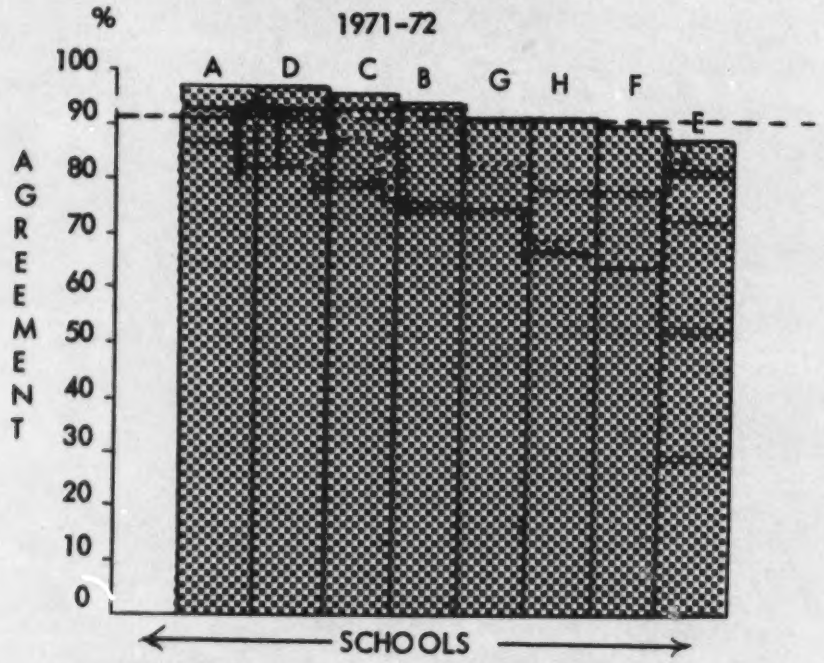
Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	40	40
Agree	51	50
No Opinion	4	4
Disagree	4	4
Strongly Disagree	1	1
No Response	-	1

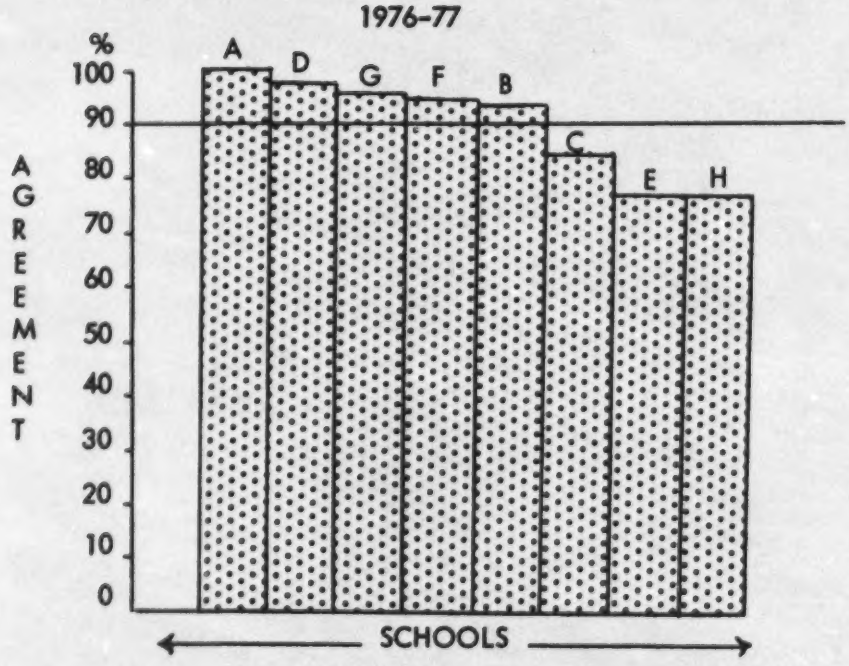
There is no apparent change in the proportion of staff who reported liking teaching in their school with 91% of the 1971 - 72 and 90% of 1976 - 77 sample agreeing to this statement.

Individual school results are displayed in Figure 25 for both surveys.

FIGURE 25

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT LIKING OR DISLIKING THEIR SCHOOL





Item # 9: Teaching gives me a great deal of personal satisfaction.

TABLE 27

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESPONSES ABOUT TEACHING

Responses	1971 - 72 %	1976 - 77 %
Strongly Agree	51	45
Agree	41	43
No Opinion	3	3
Disagree	4	6
Strongly Disagree	1	Less than 1
No Response	-	2

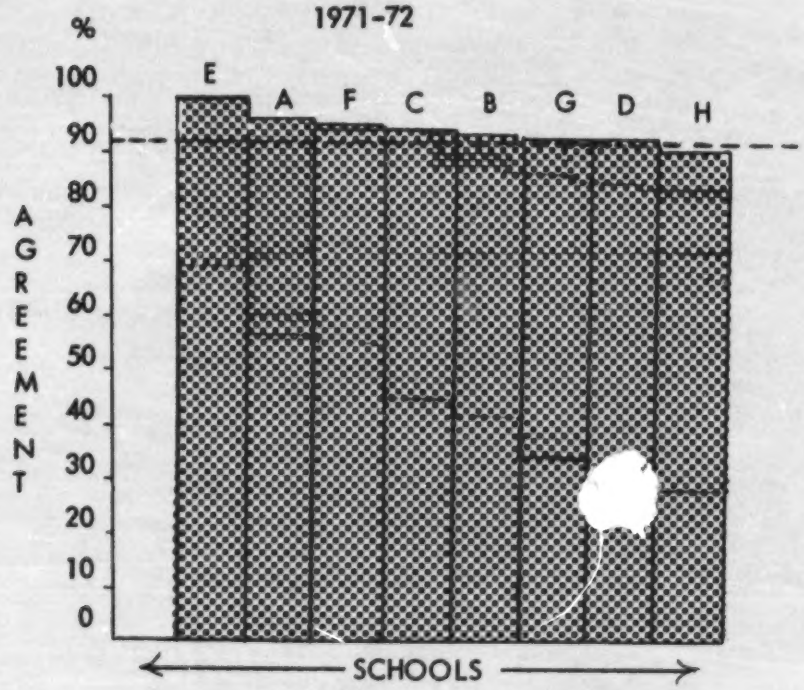
There is no apparent change in the proportion of teachers who find that teaching is satisfying.

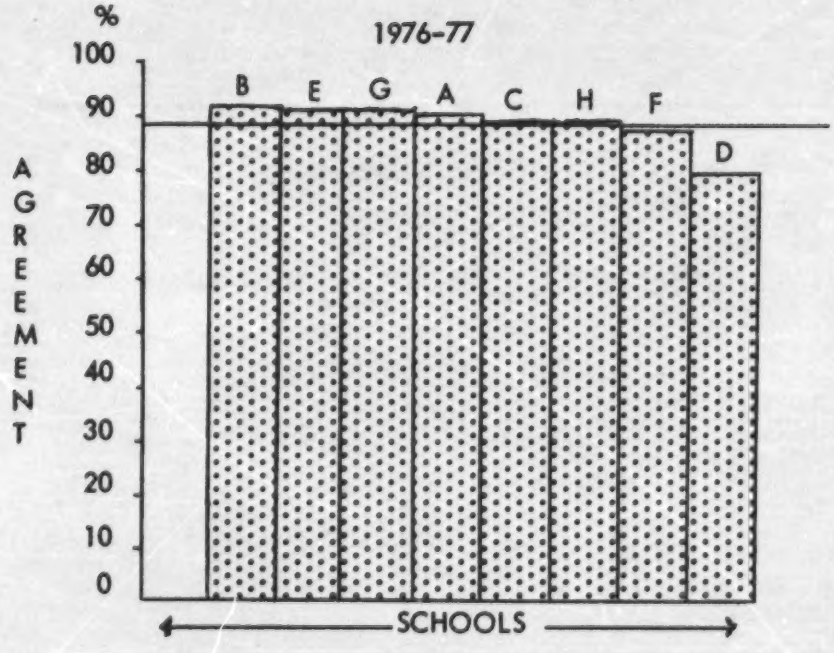
Ninety-two percent of the 1971 - 72 staff and 88% of the 1976 - 77 staff strongly agreed or agreed that teaching gives them a great deal of personal satisfaction.

Staff agreement to this question is graphed for the individual schools in Figure 26.

FIGURE 26

SCHOOL RESULTS FOR STAFF'S RESPONSES ABOUT TEACHING





III. A COMPARISON OF STUDENTS', PARENTS' AND STAFF'S PERCEPTIONS ON TOPICS OF COMMON CONCERN - 1976 - 77.

A comparison of students', parents' and staff's responses to similar questions provides a measure of how closely these three groups agree on topics of common concern. The base questions on the three questionnaires were examined, and those which were similar for either two or all three of the groups were organized into a table. Tables 28 through 36 provide these comparisons of similar items.

TABLE 28

A COMPARISON OF RESPONSES ABOUT FORMAL EXAMINATIONS*

ITEM	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
STUDENTS' ITEM: Formal exams are necessary to let students know where they stand.	11	48	7	26	7
PARENTS' ITEM: Formal exams are necessary in our secondary schools.	40	44	3	7	3
STAFF'S ITEM: Formal exams are necessary to maintain standards.	36	39	3	16	4

Over three-quarters of the parents (84%) and staff (75%) surveyed reported that formal exams were necessary. Fewer students (59%) strongly agreed or agreed that formal exams are necessary to let students know where they stand. While one-third of the students 'disagreed' with this statement.

* The percentages for the individual items do not sum to 100 because the 'No Response' category has not been reported.

TABLE 29

A COMPARISON OF RESPONSES ABOUT RULES AND REGULATIONS

ITEM	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
STUDENTS' ITEM: Students in this school are hampered by many pointless rules and regulations.	11	20	15	43	10
PARENTS' ITEM: Students should have more voice in determining school rules and regulations.	7	20	10	45	16
STAFF'S ITEM: Students in this school are hampered by many pointless rules and regulations.	2	4	5	52	36

Just over half the students (53%) compared to 88% of staff indicated that students in their school were not hampered by many pointless rules and regulations. Approximately one-third of the students reported being so hampered and 15% had 'no opinion'. Sixty-one percent of parents felt students should not have more voice in determining school rules and regulations.

TABLE 30

A COMPARISON OF RESPONSES ABOUT GOOD EDUCATION

ITEMS	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
STUDENTS' ITEM: This school is providing me with a good education.	12	55	17	12	4
PARENTS' ITEM: All in all, our school is doing a good job of educating my child(ren)	11	54	8	20	5
STAFF'S ITEM: This school is providing students with a good education.	14	66	8	10	1

Students and parents made similar responses about good education. Approximately two-thirds of both students and parents indicated that the school is providing a good education. One-quarter of the parents 'disagreed' to this item and 17% of the students held 'no opinion'. A high percentage of staff (80%) reported that their school was providing students with a good education.

TABLE 31

A COMPARISON OF RESPONSES ABOUT STUDENTS DECIDING WHAT THEY WANT TO STUDY

ITEMS	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
STUDENTS' ITEM: Students have sufficient freedom to decide what they want to study.	28	60	4	5	2
PARENTS' ITEM: Students need more freedom to decide what they want to study.	8	12	7	55	17
STAFF'S ITEM: Students should have more voice in determining curricula.	2	12	10	58	17

The majority of the students sampled (88%) reported that they have sufficient freedom to decide what they want to study. Approximately three-quarters of the parents and staff disagreed or strongly disagreed that students should have more voice in deciding what they want to study.

TABLE 32

A COMPARISON OF RESPONSES ABOUT MARKS

ITEMS	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
PARENTS' ITEM: There is too much emphasis on marks and grades in our secondary schools.	7	14	12	54	11
STAFF'S ITEM: There is too much emphasis on marks in this school.	3	14	11	61	10

Sixty-five percent of the parents and 71% of the staff reported that there is <u>not</u> too much emphasis on marks.

TABLE 33

A COMPARISON OF RESPONSES ABOUT DISCIPLINE

ITEMS	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
PARENTS' ITEM: Discipline in our secondary schools should be stricter.	38	37	11	14	1
STAFF'S ITEM: This school is too permissive.	10	33	8	42	5

Seventy-five percent of the parents reported that 'discipline in our secondary schools should be stricter'. The staff were split in their attitudes toward discipline. Forty-three percent of staff 'agreed' that their school is too permissive while 47% indicated that their school is not too permissive.

TABLE 34

A COMPARISON OF RESPONSES ABOUT EQUAL OPPORTUNITIES

ITEM	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
STUDENTS' ITEM: This school does not give all students an equal chance to obtain the best education.	7	18	18	41	15
STAFF'S ITEM: This school gives all students an equal chance to obtain the best education.	15	52	10	19	4

Students and staff responded similarly to this item. Over half the students (56%) and two-thirds of the staff (67%) reported that this school does give all students an equal opportunity to obtain the best education. One-quarter of the students and 23% of staff indicated that the school does not give all students an equal opportunity.

TABLE 35

A COMPARISON OF RESPONSES ABOUT LIKING OR DISLIKING THEIR SCHOOL

ITEM	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
STUDENTS' ITEM:					
I dislike this school.	6	11	18	46	18
STAFF'S ITEM:					
I like teaching in this school.	40	50	4	4	1

Ninety percent of the staff liked teaching in their school and 64% of the students reported liking their school.

IV. A COMPARISON OF 1971 - 72 AND 1976 - 77 RESULTS BY GROUP.

Nine questions from each of the 1971 - 72 student and staff questionnaires and six questions from the 1971 - 72 parent questionnaires were chosen to provide a base for the 1976 - 77 survey.

To compare results over time, an adjusted percent agreement was calculated by dividing the agreement responses by the total agreement plus disagreement responses. The no opinion and no responses were excluded. The comparison therefore is based on those who expressed an opinion. These results are presented in tables 36 through 38.

TABLE 36

A COMPARISON OF 1971 - 72 AND 1976 - 77
STUDENT RESULTS

ITEMS	Percent Agreement		Percent Agreement Adjusted		Change in Percent Agreement*	Change in No Opinion/ No Response
	1971-72 %	1976-77 %	1971-72 %	1976-77 %	%	%
Formal exams are necessary to let students know where they stand.	21	59	21	64	+43	+6
Students have sufficient freedom to decide what they want to study.	55	88	56	93	+37	+3
Schools need the power to discipline students.	39	57	43	72	+29	+12
Students in this school are hampered by many pointless rules and regulations.	53	31	55	37	-18	+12
My teachers are fair in evaluating student progress.	52	59	59	74	+15	+8
This school is providing me with a good education.	64	67	72	82	+10	+6
This school does not give all students an equal chance to obtain the best education.	36	25	39	31	-8	+11
Generally my teachers do a satisfactory job of teaching.	76	82	80	87	+7	+1
I dislike this school.	24	17	27	21	-6	+9

* All changes were significant at the 0.05 level.

From Table 36, it can be seen that educationally significant changes have occurred in student perceptions. The shift towards the feeling that formal exams are necessary, that there is sufficient academic freedom and that schools need disciplinary power coupled with fewer students feeling hampered by rules and regulations, is consistent with the conversative swing in education. The increase in positive attitudes towards teachers and school is opposite to some observers' predictions who feel pessimistic about these matters. Important to note also, is the increased proportion of students who gave no opinion on a number of items, perhaps indicative of an increasing apathy amongst students. Employment, post-secondary placement and teachers' strike have not produced a negative change in student attitude.

TABLE 37

A COMPARISONOF 1971 - 72 AND 1976 - 77 PARENT RESULTS

ITEMS	Percent Agreement		Percent Agreement Adjusted		Change in agreement	Change in no opinion/ no response
	1971 - 72 %	1976 - 77 %	1971 - 72 %	1976-77 %	%	%
Formal exams are necessary in our secondary schools.	61	84	63	88	+25*	+2
Discipline in our secondary schools should be stricter.	65	75	68	85	+17*	+7
There is too much emphasis on marks and grades in our secondary schools.	33	21	35	24	-11*	+8
Students need more freedom to decide what they want to study.	29	20	30	22	-8 *	+4
All in all, our school is doing a good job of educating my child(ren).	74	65	78	72	-6*	+5
Students should have more voice in determining school rules and regulations.	28	27	29	30	-1	+8

* Significant at the 0.05 level.

From Table 37, it is apparent that parent attitudes, characterized by an increased feeling that formal exams are necessary, that discipline should be stricter, that there is not too much emphasis on marks and that students do not need more freedom to decide what they want to study, are consistent with the pattern of student responses. Although there has been a negative change in parent attitudes towards education and the job the schools are doing, the magnitude of that change is considerably less than some observers would have us believe. Consistent also with the student results is an increased proportion of parents who offered no opinion on a number of items.

TABLE 38

A COMPARISON OF 1971 - 72 AND 1976 - 77 STAFF RESULTS

ITEMS	Percent Agreement		Percent Agreement Adjusted		Change in Agreement	Change in No Response/ No Opinion
	1971-72 %	1976-77 %	1971-7 %	1976-77 %	%	%
Formal exams are necessary to maintain standards.	57	75	61	78	+17*	+2
This school is too permissive.	29	43	31	47	+16*	+3
There is too much emphasis on marks in this school.	32	17	34	19	-15*	+5
Students should have more voice in determining curricula.	24	14	26	16	-10*	+5
This school gives all students an equal chance to obtain the best education.	73	67	79	75	-4	+3
Teaching gives me a great deal of personal satisfaction.	92	88	95	93	-2	+2
Students in this school are hampered by many pointless rules and regulations.	8	6	8	6	-2	+2
This school is providing students with a good education.	81	80	89	88	-1	+0
I like teaching in this school	91	90	95	95	0	+1

* Significant at the 0.05 level.

Apparent also in the staff results (Table 38) is a conservative swing in attitudes towards the necessity of formal exams, and more emphasis on marks, and away from permissiveness and student voice in determining curricula.